M-STEP 2016
English Language Arts

PRESENTED BY:

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2015 DAS FALL Conferences
for Assessment and Accountability
Michigan Department of Education

MICHIGAN Department of Education

ELA Updates (Grades 3-8)

- Limited administration of the Performance Task
  - Full administration once per grade band (elementary/middle)
  - One extended response item (“essay question”)
  - PT and non-PT years have consistent points per Claim

- Listening-paper/pencil
  - Administered first to improve the flow and efficiency

ELA Updates (Grades 3-8)

- Smaller “footprint”
- Administration in “parts”
  - Listening and Reading paired
    - Selected-response, technology enhanced items
    - Short answer, constructed response items
  - Writing and Research paired
    - Selected-response, technology enhanced items
    - Short answer, constructed response items
  - Allows for well-defined breaks (including across days)

ELA Updates (High School)

- SAT-College Entrance Exam
  - Well-aligned to Michigan ELA Reading and Writing standards
  - No ELA Grade 11 M-STEP
  - Listening…local
- Work Skills Exam
  - ACT WorkKeys
  - Does not contribute to ELA score (same as 2015)
- PSAT-grades 9 and 10

Online Reading Test Layout

More Text Above

logs, as they are now called, are stacked in huge piles at the edge of the forest. A logging truck takes them to the paper mill. At the mill, the logs go through many steps to be made into paper. After the bark is removed, the wood is chipped, then cooked with chemicals. This turns the wood into a mushy pulp. Next, the pulp is washed, bleached, and drained. Then it is sprayed onto big screens to dry. The finished sheets of paper are put onto giant rolls. Some of these rolls of paper weigh as much as 50,000 pounds! Finally, the paper is lined, cut, or folded for people to use.

Let's check back in that backpack . . .

Your pencils come from the forest, too. They are made from the wood of a cedar tree. At the pencil factory, cedar logs are sawed into chunky blocks, then sliced thin to make flat slats. Next, narrow grooves are cut into the slats to hold the graphite, which is the "lead" part you write with. After the graphite is set in place, two slats are glued together, sandwiching the graphite inside. Then the pencils are cut and painted. Finally, the eraser is added.

Now, what about that special treat you

More Text Below

Read the paragraph from the passage and the directions that follow.

Your pencils come from the forest, too. They are made from the wood of a cedar tree. At the pencil factory, cedar logs are sawed into chunky blocks, then sliced thin to make flat slats. Next, narrow grooves are cut into the slats to hold the graphite, which is the "lead" part you write with. After the graphite is set in place, two slats are glued together, sandwiching the graphite inside. Then the pencils are cut and painted. Finally, the eraser is added.

What is the main idea of the paragraph?

(a) Cedar trees grow in a forest.

(b) Factories make pencils from cedar wood.

(c) Cedar slats are glued together with graphite in the middle.

(d) Blocks of cedar are cut into thin, flat slats so that pencils can be made.

Online Listening Test Layout

Please use your headphones to listen to the presentation.

What is the International Space Station?

Listen to the presentation. Then answer the questions.

Excerpt from “What Is the International Space Station?” by NASA, from www.nasa.gov/audience/forstudents/k-4/stories/what-is-the-iss-k4.html. In the public domain.

Which statement **best** describes how scientists use the International Space Station?

(a) They learn how space stations can be built.

(b) They learn about what makes a good astronaut.

(c) They study the station to make plans for science labs.

(d) They study what happens to people when they live in space.

Item Types:

Multiple Choice

Read the sentence from the passage.

After the graphite is set in place, two slats are glued together, sandwiching the graphite inside.

Why did the author use the phrase “sandwiching the graphite inside” in the sentence?

(a) to help the reader understand how we use a sandwich and a pencil

(b) to help the reader understand how a pencil is different from a sandwich

(c) to help the reader understand how an object is held in place between two items

(d) to help the reader understand how different parts of an item may be made of different things

Item Types:

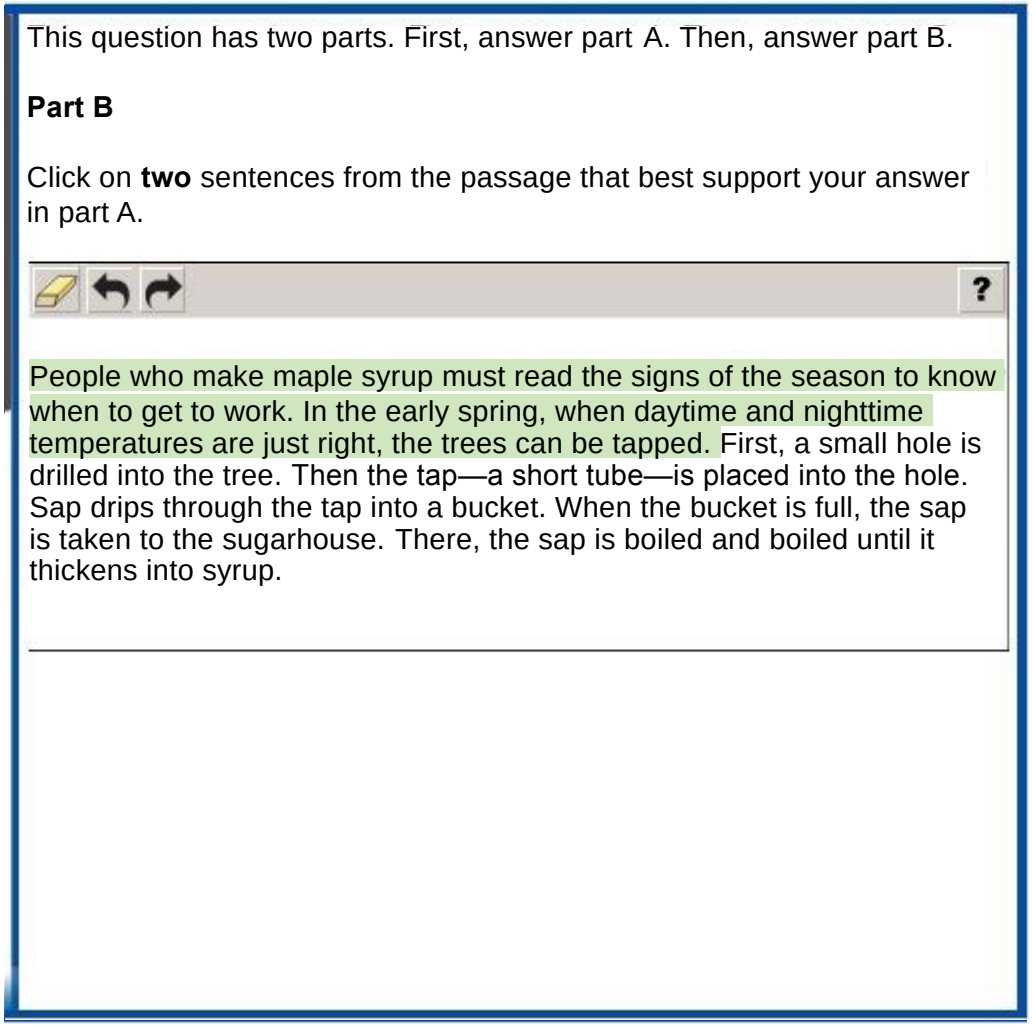
Constructed Response

What inference can be made about why the author includes the backpack in the passage? Support your answer with details from the passage.

Item Types:

Select Text

(Evidence-based selected response)



Item Types:

Multi Select

Many items made from trees are used every day. Pick **three** details from the passage that best support this idea.

- [x] Cedar trees are used to make pencils.
- [ ] Slats from a cedar tree are glued together.
- [ ] Graphite, or lead, is used to make marks on paper.
- [ ] A paper mill is where pulp is made from chipped wood.
- [x] Syrup from trees is used to make candy and other treats.
- [x] Trees that are cut down may be made into paper for books.

Item Type:

Matching Table

Click in the box next to each type of light to show which detail it **best** matches.

	Above one of the coldest places on Earth	Starts with a pale green light	Found all over the sky
Lights around the South Pole	☑	☐	☐
Light from Stars	☐	☐	☑
Northern Lights	☐	☑	☐

Claims-Targets-Standards

Claim 1: Reading

Target 4: Reasoning and Evidence

Standards: RL1, RL3, RL6, RL9

Claims-Targets-Standards

- Claim 1: Reading
  - 14 Targets
    - Targets 1-7: Narrative
    - Targets 8-14: Informational
    - Reading and Language Standards
- Claim 2: Writing
  - 10 Targets
    - Writing and Language Standards
- Claim 3: Speaking and Listening
  - 4 Targets
    - Speaking/Listening Standards and Language Standards
- Claim 4: Research
  - 4 Targets
    - Standards from all MI ELA domains

Claims-Targets-Standards Crosswalk

ELA Grade 3

Claims	Targets	Standards*
Claim 1: Reading lytically to comprehend a range of increasingly complex 7) and informational (Targets 8-14) texts	**Target 1: Key Details** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	RL1*
	Target 2: Central Ideas Identify central ideas, key events, or the sequence of events presented in a text.	RL2
	Target 3: Word Meanings Determine intended or precise meaning of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus).	RL4* L4* L4a-d L5c*
	Target 4: Reasoning and Evidence Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (character development/actions/traits; first- or third-person point of view; theme; author's message).	RL3 RL6 RL9
	Target 5: Analysis Within or Across Texts Examine or compare relationships (literary elements: setting, conflict, dialogue, point of view, characterization) within or across texts.	RL3 RL6
	Target 6: Text Structures and Features Relate knowledge of text structures, genre-specific features, or formats (visual/graphic/auditory effects) to obtain, interpret, explain, or connect information within text.	RL5* RL7
	Target 7: Language Use Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.	RL4 L5
	Target 8: Key Details Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	RI1 RI7
	Target 9: Central Ideas Identify ce s, k s, or pr ced es and details that support them.	RI2

Using the Crosswalk in the Classroom

Claim 1: Reading

14 Targets

- Targets 1-7: Narrative
- Targets 8-14: Informational
- Reading and Language Standards

3 Classroom Connections

1. Access to informational text
2. Increased text complexity
3. Experience asking and answering text-dependent questions

Access to informational text

Claim 1: Reading

14 Targets

Targets 1-7: Narrative

Targets 8-14: Informational

Reading and Language Standards

Students need to read ***informational text!***

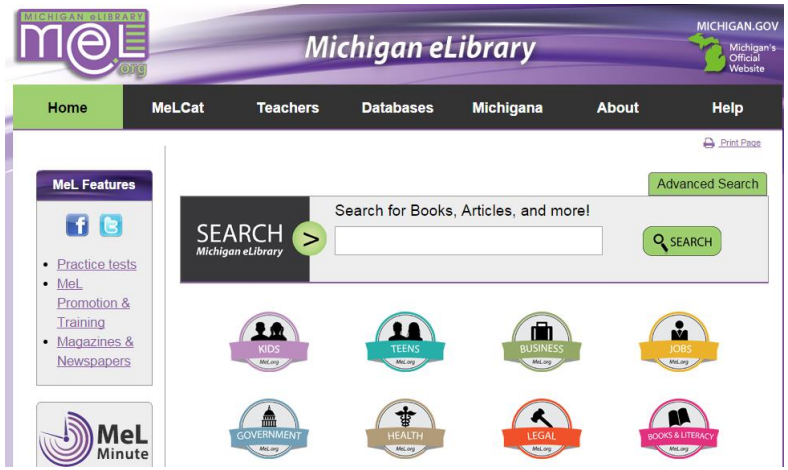
FREE Informational Text at meL.org

Kids

Scholastic BookFlix
eBook K-8

Teens

Zines



All

Magazines & Newspapers

Increase Text Complexity

Claim 1: Reading

14 Targets

Targets 1-7: Narrative

Targets 8-14: Informational

Reading and Language Standards

Text complexity needs to increase.

Teachers should be…	Students should be…
Choosing engaging books, passages, articles with content that matches standards	Reading short pieces of high level text
Asking students to dive back into the text to: • Find patterns • Clarify answers • Explore author choices	Re-reading with purpose
Posing questions at deep depths of knowledge related to the ***text***	Asking and answering questions about the ***text***
Taking time for instruction of ***academic vocabulary***	Incorporating ***academic vocabulary*** into reading, writing, and speaking

M-STEP Online

- **80%** of Schools – Online
- **83%** of Student Population was Covered
- **3.8 million** Test Sessions
- **190,731** Sessions in a Single Day
- **97%** Participation Rate Overall

Be Prepared!

SAMPLE ITEM SETS

- ALL GRADE LEVELS, 3-8 + 11
- CAT ITEMS AND PERFORMANCE TASKS

HTTPS://WBTE.DRCEDIRECT.COM/MI/PORTALS/MI/OTT1

Get Involved!

Please encourage the teachers in your district to participate on DAS Committees.

www.michigan.gov/baa

"Assessment Committee Participation Application"

Context Review
Item Writing
Item Review
Data Review
Standard Setting

Stay Informed!

Spotlight on Student Assessment and Accountability

MICHIGAN Department of Education

Sign up for weekly distribution of the *Spotlight*.

www.michigan.gov/baa

"Communications and Spotlight… "

Reach Out!

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Thank you!