
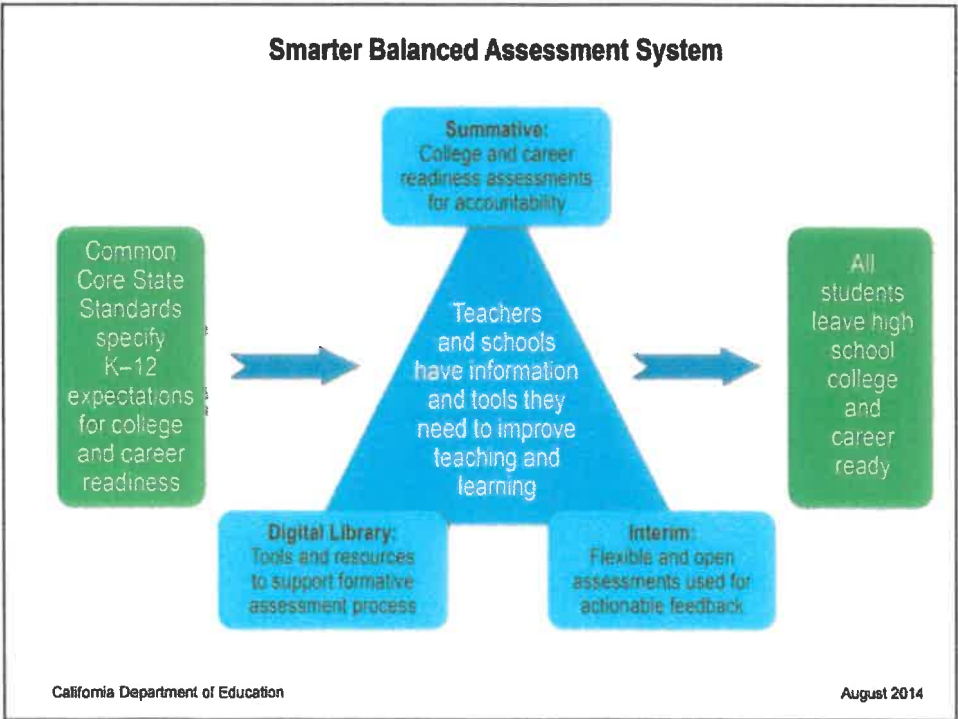
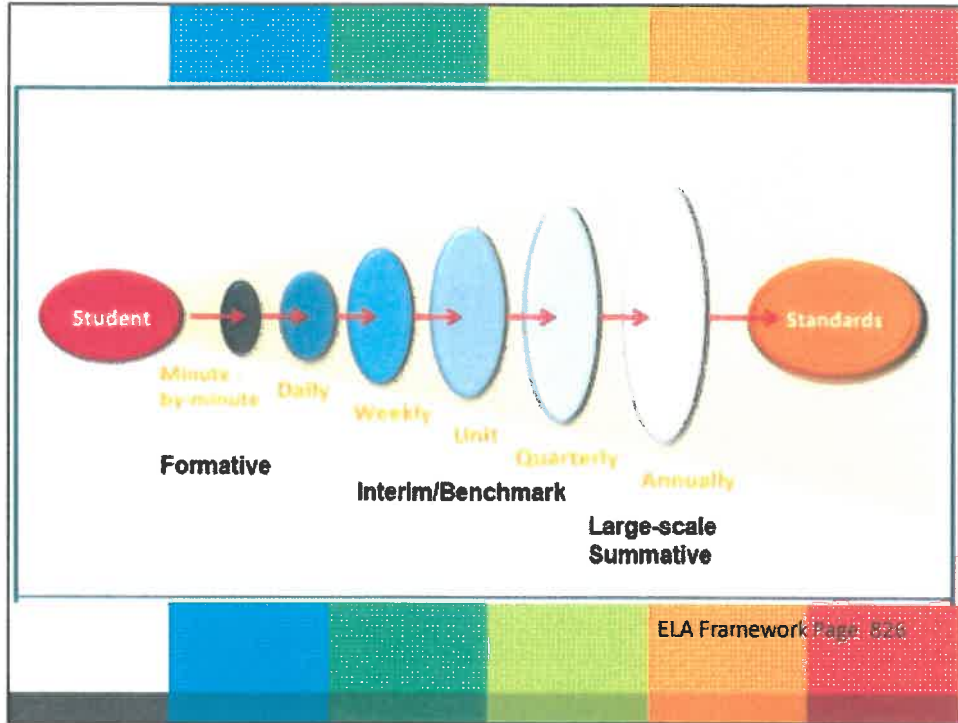


**Make An Investment  
Get The Latest On Student Assessment!**



**Jennifer Bourgeois, Ph.D.**  
Coordinator, Student Assessment and Educational Measurement  
Curriculum Council November 29, 2016





## Why Use Interim Assessments?

4

Assessment should be a major component of the learning process. It is essential to instruction because it provides:

- students with frequent and meaningful feedback on their performance;
- teachers with diagnostic tools for gauging students' depth of understanding;
- parents with information about their children's performance in the context of program goals;
- administrators with a means for measuring student achievement.

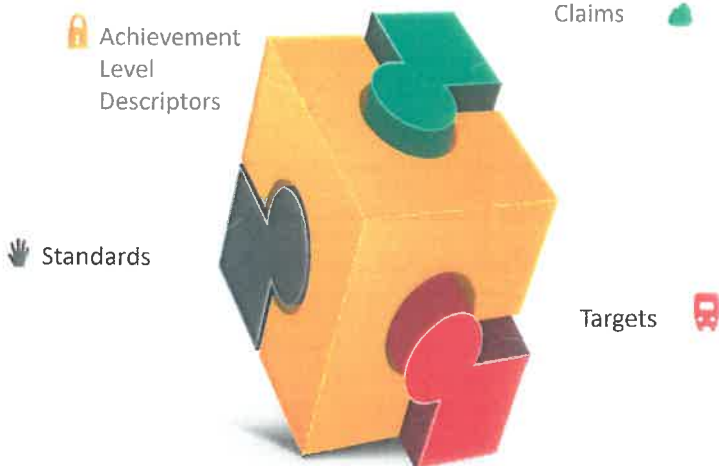
Evidence gathered from assessments—regardless of the type of assessment involved—should be used to inform instructional decisions.

Ref: Assessment Chapter of the Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve



# Setting the Stage


Claims, Targets, Standards and Achievement Level Descriptors



# Understanding the Scores

**Overall Scores – 2 Areas, 4 Levels**

English Language Arts / Literacy and Mathematics

-  Exceeded the Standard
-  Met the Standard
-  Nearly Met the Standard
-  Has Not Met the Standard



# Understanding the Scores


## Additional Scores – 3 Levels, 8 Topics



- English Language Arts
  1. Reading
  2. Writing
  3. Speaking & Listening
  4. Research/Inquiry

- Mathematics
  1. Concepts & Procedures
  2. Problem Solving
  3. Communicating Reasoning
  4. Modeling & Data Analysis





Orange Unified School District  
Educational Services Division  
Office of K-12 Curriculum & Instruction

2016-2017  
K-6 English Language Arts / English Language Development  
Year at A Glance (180 Days)

**STANDARDS A SUMMARY KEY:**  
 RL: Reading Standards for Literature  
 RI: Reading Standards for Informational Text  
 RF: Reading Standards for Foundational Skills  
 W: Writing Standards  
 SL: Speaking and Listening Standards  
 L: Language Standards

8

| Grade  | Year-Long Embedded Standards        | Trimester 1<br>(60 Instructional Days)<br>August 24 – November 18   | Trimester 2<br>(60 Instructional Days)<br>November 28 – March 15   | Trimester 3<br>(60 Instructional Days)<br>March 16 – June 15  |
|--|-------------------------------------|---|--|---|
| Third Grade<br><i>CCR Levels Range: 758-770</i>  | RL.4 RI.4<br>RL.5 RI.5<br>RL.6 RI.6 | <b>Grades 3-6</b><br>• RL: 1, 2, 7, 9, 10<br>• RI: 1, 2, 7, 9, 10<br>• RF: 3, 4 (Gr 3-5 only)<br>• W: 3*, 7, 8, 9 (begins in 4*)<br>• SL: 1, 3, 4, 6<br>• L: 1, 2, 3, 4, 5, 6 | <b>Grades 3-6</b><br>• RL: 1, 3, 9, 10<br>• RI: 1, 3, 8, 9, 10<br>• RF: 3, 4 (Gr 3-5 only)<br>• W: 1* or 2*, 9 (begins in 4*)<br>• SL: 1, 3, 4, 6<br>• L: 1, 2, 3, 4, 5, 6 | <b>Grades 3-6</b><br>• RL: 1, 2, 7, 9, 10<br>• RI: 1, 2, 7, 9, 10<br>• RF: 3, 4 (Gr 3-5 only)<br>• W: 1* or 2*, 10<br>• SL: 1, 3, 4, 6<br>• L: 1, 2, 3, 4, 5, 6 |
| Fourth Grade<br><i>CCR Levels Range: 770-828</i> | W.4<br>W.5<br>W.6                   |   |  |   |
| Fifth Grade<br><i>CCR Levels Range: 770-988</i>  | SL.2                                |   |  |   |
| Sixth Grade<br><i>CCR Levels Range: 988-1155</i> | SL.5                                |   |  |   |

*\*District writing assessment: 3<sup>rd</sup> – 6<sup>th</sup> Grades: Narrative*

*\*District writing assessment: 3<sup>rd</sup>–6<sup>th</sup> Grades: Site Decision-Informational/Explanatory or Opinion/Persuasive*

*\*District writing assessment: 3<sup>rd</sup>–6<sup>th</sup> Grades: Site Decision-Informational/Explanatory or Opinion/Persuasive*

*The CA ELD Standards are not intended to replace the CCSS for ELA, but instead to amplify the language knowledge, skills and abilities of those CCSS that are critical in order for SL in simultaneously be successful in school while they are developing English.*

**PART I –** Ensure students interact in meaningful ways (engage in dialogue with others, comprehend and analyze written and spoken texts, create oral presentations and written texts).

**PART II –** Increase student understanding of how English works (building understanding of how language resources and text structure contribute to a text, use nouns and verbs and additional details to expand and enrich ideas, use a variety of language resources to convey and condense ideas within sentences).

**PART III –** Consider particular background characteristics of EL students when designing, tracking, and monitoring foundational literacy skills.

Students in grades 4-12 apply the Reading Standards to the following range of text types, with texts selected from a broad range of cultures and periods. For more information, please refer to the ELA Standards (page 77) at <http://www.cde.ca.gov/ta/tg/ela/standards/standardsstandards.pdf>.

| Subject  | Grades 1-2 Literature<br><i>All literature shared within the grade is considered literature.</i>   | Grades 1-2 Informational<br><i>All non-fiction shared within the grade is considered informational.</i>  |
|----------|--|--|
| Stories  | Includes the subject of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parables, and graphic novels.   | Includes the subject of expository, argument, and functional text in the form of personal essays, speeches, opinion pieces, states, and art or literature. |
| Classics | Includes classical through contemporary one-act and multi-act plays, texts in written form and on film, and works by artists representing a broad range of literary periods and cultures. CA                                     | Includes the subject of expository, argument, and functional text in the form of personal essays, speeches, opinion pieces, states, and art or literature. |
| Poetry   | Includes classical through contemporary works and the subjects of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics by writers representing a broad range of literary periods and cultures. CA | Includes the subject of expository, argument, and functional text in the form of personal essays, speeches, opinion pieces, states, and art or literature. |
| History  | Includes the subject of expository, argument, and functional text in the form of personal essays, speeches, opinion pieces, states, and art or literature.   | Includes the subject of expository, argument, and functional text in the form of personal essays, speeches, opinion pieces, states, and art or literature. |



### ELA Interim Assessment Block Curriculum Connector

Not all assessed standards may have been taught at the suggested administration dates, but the majority of concepts will have been covered (according to OUSD Curriculum's "Year in a Glance").

Revised: 10/21/16

(\* IABs require final scoring)

|                | November          | January                     | February                     | March           | March                       | April         | April                | May           | May                  |
|----------------|-------------------|-----------------------------|------------------------------|-----------------|-----------------------------|---------------|----------------------|---------------|----------------------|
| <b>Grade 3</b> | Editing           | Listen and Interpret        | Opinion Performance Task*    | Literary Texts* | Language and Vocabulary Use | Research      | Revision             | Brief Writes* | Informational Texts* |
| <b>Grade 4</b> | Editing           | Narrative Performance Task* | Listen and Interpret         | Literary Texts* | Language and Vocabulary Use | Research      | Revision             | Brief Writes* | Informational Texts* |
| <b>Grade 5</b> | Editing           | Narrative Performance Task* | Listen and Interpret         | Literary Texts* | Language and Vocabulary Use | Research      | Revision             | Brief Writes* | Informational Texts* |
| <b>Grade 6</b> | Editing           | Listen and Interpret        | Argument Performance Task*   | Literary Texts* | Language and Vocabulary Use | Research      | Revision             | Brief Writes* | Informational Texts* |
| <b>Grade 7</b> | Editing           | Listen and Interpret        | Expository Performance Task* | Literary Texts* | Language and Vocabulary Use | Research      | Revision             | Brief Writes* | Informational Texts* |
| <b>Grade 8</b> | Edits and Revises | Listen and Interpret        | Expository Performance Task* | Literary Texts* | Research                    | Brief Writes* | Informational Texts* |               |                      |



## ELA Grade 5 IAB - Language and Vocabulary Use

15 questions are represented by the targets listed in Claim 2.

**ELA/Literacy Claim #2:**  
Students can produce effective and well-grounded writing for a range of purposes and audiences.



Created by Orange USD Student Assessment and Educational Measurement (Bourgeois Ph. D./Torres)  
 Ref: ELA Interim Assessment Blocks Blueprint  
 Revised 7/27/16

## Grade 5: Writing Text Targets 1–10

11

**Writing Text: Craftive**  
Standard: W.1-10

- Write an argument or analysis to support a claim or thesis by analyzing relevant issues to justify a stance on a topic or text.
- Plan, revise, edit, and proofread to strengthen writing as needed by organizing ideas and paragraphs effectively. Research, gather relevant information from print and digital sources, evaluate the credibility of each source, and assess the relevance and accuracy of the information gathered to support the claim or thesis.
- Write informative/explanatory texts (including analytical pieces) that examine a topic or text, analyze issues, and present supporting ideas by using relevant facts, definitions, quotations, and specific details to examine issues and analyze the relative merits of different solutions, events, or outcomes.
- Write narratives to examine a topic or text, analyze issues, and present supporting ideas by using relevant facts, definitions, quotations, and specific details to examine issues and analyze the relative merits of different solutions, events, or outcomes.
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**Writing Text: Informative/Explanatory**  
Standard: W.1-10

- Write an informative/explanatory text (e.g., an essay or report) that examines a topic and analyzes issues related to the topic, including comparing and contrasting different ideas, events, or outcomes.
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**Writing Text: Narrative**  
Standard: W.1-10

- Write a narrative to examine a topic or text, analyze issues, and present supporting ideas by using relevant facts, definitions, quotations, and specific details to examine issues and analyze the relative merits of different solutions, events, or outcomes.
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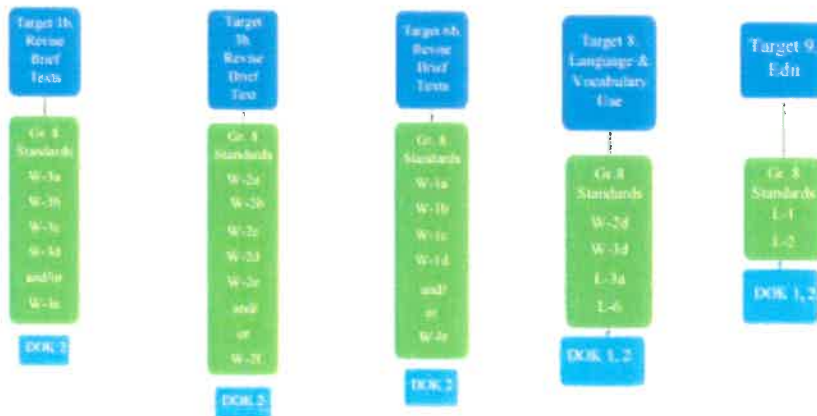
Created by Orange USD Student Assessment and Educational Measurement (Bourgeois Ph. D./Torres)  
Revised 10/13/16

## ELA Grade 8 IAB - Edit/Revise

14 questions are represented by the targets listed in Claim 2.

### ELA/Literacy Claim #2:

Students can produce effective and well-grounded writing for a range of purposes and audiences.



Created by Orange USD Student Assessment and Educational Measurement (Bourgeois Ph. D./Torres)  
Ref: ELA Interim Assessment Blocks Blueprint  
Revised 7/27/16

1

## Grade 8: Writing Text Targets 1-10

|   |   |
|---|---|
| <b>Students can effectively communicate their ideas and perspectives on a variety of topics and issues.</b> | <ul style="list-style-type: none"> <li>• Apply genre-specific strategies to write expository and narrative texts for a variety of purposes and audiences.</li> <li>• Use rhetorical devices and figurative language to create a style and purpose for texts.</li> <li>• Draw on relevant information to support their claims.</li> <li>• Produce expository texts and narratives that are well-organized.</li> <li>• Demonstrate clear awareness of a subject and purpose when writing.</li> <li>• Use standard grammar to communicate clearly.</li> <li>• Plan, write, revise, and edit expository and narrative texts for a variety of purposes and audiences.</li> <li>• Write some expository and narrative texts appropriate to the purpose and audience when writing in digital form.</li> <li>• Apply the language of writing, demonstrating a partial understanding of formal English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. Communicate knowledge of technology, including the Internet, to produce and publish writing.</li> </ul>   |
| <b>Students can effectively communicate their ideas and perspectives on a variety of topics and issues.</b> | <ul style="list-style-type: none"> <li>• Apply writer narrative strategies when writing or revising narrative paragraphs.</li> <li>• Draw on relevant information to demonstrate use of specific narrative strategies, structures, and appropriate rhetorical strategies for audience.</li> <li>• Apply effective oral language and visual components appropriate to purpose.</li> <li>• Demonstrate some ability to plan, write, revise, and edit narrative paragraphs demonstrating ability to state claims about topics or issues, attend to purpose and audience, organize ideas by using a central and direct, include structure and appropriate rhetorical strategies for audience, clearly supporting conclusions and evidence from credible sources, and develop an appropriate conclusion.</li> <li>• Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when writing or composing text.</li> <li>• Demonstrate some ability to edit a piece of writing, showing an understanding of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.</li> <li>• Demonstrate some use of technology, including the Internet, to produce and publish writing.</li> </ul>  |
| <b>Students can effectively communicate their ideas and perspectives on a variety of topics and issues.</b> | <ul style="list-style-type: none"> <li>• Demonstrate effective use of multiple, specific rhetorical strategies, structures, and appropriate rhetorical strategies for audience.</li> <li>• Demonstrate effective use of precise words and phrases and use accurate descriptive details and sensory language to create a purpose or audience and appropriate to purpose, including a conclusion that reflects the intended audience.</li> <li>• Demonstrate an understanding, specific narrative strategies, structures, and appropriate rhetorical strategies for audience when writing longer narrative texts.</li> <li>• Demonstrate effective use of precise language and formal style to support their writing a formal when writing or composing text that use a rhetorical or expository paragraph.</li> <li>• Apply advanced oral language and visual components appropriate to purpose.</li> <li>• Draw on an advanced range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when writing or composing text.</li> <li>• Edit, revise, and proofread, demonstrating a strong understanding of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) effectively use technology, including the Internet, to produce and publish writing.</li> </ul> |

Created by Orange USD Student Assessment and Educational Measurement (Bourgeois Ph. D./Torres)  
Ref: Threshold Achievement Level Descriptor Grade 8 English Language Arts/Literacy

## ELA High School IAB - Language and Vocabulary Use

15 questions are represented by the targets listed in Claim 2.

**ELA/Literacy Claim #2:**  
Students can produce effective and well-grounded writing for a range of purposes and audiences.



Created by Orange USD Student Assessment and Educational Measurement (Bourgeois Ph. D./Torres)  
Ref: ELA Interim Assessment Blocks Blueprint  
Revised 7/27/16

## High School: Writing Text Targets 1–10

### Student Achievement Target 1

- Apply some narrative techniques, organizational structures, and technical strategies for coherence.
- Use rhetorical choices for details when writing or revising text for coherence.
- Use rhetorical strategy and rhetorical choices when writing text for coherence and coherence.
- Demonstrate some ability to use appropriate rhetorical choices.
- Produce appropriate rhetorical choices and rhetorical structures to achieve a rhetorical goal.
- Demonstrate some awareness of audience and purpose when writing.
- Produce and discuss some rhetorical choices and rhetorical structures.
- Demonstrate some understanding of the conventions of grade-appropriate Standard English grammar usage and mechanics to clarify a message.
- Apply some technical skills for citation, information, and argument texts.
- Use free technology with support for gathering information, making revisions, or publishing texts.

### Student Achievement Target 2

- Apply some narrative techniques, organizational structures, and some technical strategies for coherence using some relevant details and precise words and phrases in writing or revising text for coherence.
- Apply some rhetorical choices when writing or revising text for coherence and coherence to develop a topic by organizing ideas, using appropriate language to maintain a suitable flow, and including some relevant supporting evidence.
- Write and discuss some rhetorical choices and rhetorical structures for coherence and coherence by organizing ideas, using appropriate language to maintain a suitable flow, and including some relevant supporting evidence from both print and digital sources.
- The student is able to, for example, graphics, multimedia with some relevant rhetorical choices and purposes.
- Apply rhetorical choices when writing or revising text for coherence and coherence to develop a topic by organizing and using some supporting evidence and rhetorical choices, providing rhetorical choices for coherence and coherence, using language to maintain a suitable flow.
- Write and discuss some rhetorical choices and rhetorical structures that are appropriate for audience and purpose, to provide a concluding statement, and to use language to maintain a suitable flow.
- Demonstrate some understanding of the conventions of grade-appropriate, Standard English grammar usage and mechanics, and apply appropriate to the purpose and audience when writing and revising text.
- Apply and use some conventions of grade-appropriate, Standard English grammar usage and mechanics.
- Produce documents when using tools of technology to gather information, make revisions, or produce texts.

### Student Achievement Target 3

- Apply effective writing strategies and processes when writing and revising texts for all purposes.
- Use precise language.
- Use relevant and persuasive evidence.
- Assess and evaluate supporting evidence.
- Select technological tools based on appropriateness.
- Apply grade-appropriate editing and revising skills.

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