

COMMUNICATION ARTS
INTERPRETATION OF THE SHOW-ME STANDARDS FOR ASSESSMENT

Missouri Department of Elementary and Secondary Education
October 2004: DRAFT COPY

CONTENT (Knowledge) STANDARDS

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in:

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization).

This standard is addressed in the TerraNova section of the MAP test. Multiple-choice items on each grade-span test assess grammar, usage, punctuation, spelling, and capitalization. Use of standard English conventions is included as one criterion in the holistic scoring guide for the writing performance event at grades three, seven, and eleven.

2. reading and evaluating fiction, poetry, and drama.

Both Session 1 and the TerraNova section of the MAP test address this standard. Students read fiction text—prose and poetry—and respond to multiple-choice and constructed-response items.

3. reading and evaluating nonfiction works and materials (such as biographies, newspapers, technical manuals).

Both Session 1 and the TerraNova section of the MAP test address this standard. Students read nonfiction text and respond to multiple-choice and constructed-response items.

4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes).

This standard is assessed in a writing performance event at grades three, seven, and eleven. Additionally, score points are obtained from Session 1 constructed-response items that require students to label or create a graphic organizer, write a letter or news report, etc. for a specific audience and purpose.

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GOAL (Process) STANDARDS

Students will demonstrate within and integrate across all content areas the ability to: **1.1**

develop questions and ideas to initiate and refine research.

This standard requires students to think *beyond* the text to demonstrate how they could further research a topic. Students might be asked, for example, to give several key words (whether for an Internet search or for a more traditional key word search in a library) that they would use to look up more information on the given topic. Or, they might be asked to develop several guiding questions for which they would want to find answers as they begin to explore the topic further. If asked to develop guiding questions, students are asked to justify their questions.

GLE: IL1A

Example Items:

This passage is about [subject of passage]. Imagine that you have chosen [subject of passage] as your topic for an oral report. List three key words that you would look up, either in the library or on the Internet, to start your search.

This passage is about [subject of passage]. Imagine that you have chosen [subject of passage] as your topic for a research paper. In the space below, write two questions for which you would like to find answers as you do your research. Then explain the importance of each question to your research.

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GOAL (Process) STANDARDS

Students will demonstrate within and integrate across all content areas the ability to: **1.5**

comprehend and evaluate written, visual and oral presentations and works.

For the purposes of the MAP Communication Arts test, this standard is assigned to items dealing with the simplest of reading-comprehension tasks.

GLE: R1A, R1B, R1D, R1E, R1F, R1G, R1I
R2A, R2B, R2C R3B, R3D
LS1A, LS1B
IL2A

Examples:

For the most part, items assigned to this standard ask students to *find* and *identify* information presented in the passage. Such items usually ask for simple answers to the questions of “Who?” “What?” “When?” and “Where?”

What is the name of the main character in the passage?

In what year did the Pony Express begin delivering mail?

Fill in the chart to show [the characters and their roles in the story].

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GOAL (Process) STANDARDS

Students will demonstrate within and integrate across all content areas the ability to:

1.6 discover and evaluate patterns and relationships in information, ideas and structures.

Assessment of this standard requires readers to recognize *patterns* in information, not just to locate information. In other words, the reading tasks assigned to Goal Standard 1.6 will be higher-order tasks than those assigned to Goal Standard 1.5.

Vocabulary, sequencing, figurative language, cause-and-effect relationships, and comparing/contrasting are measured in this standard. MAP test points are assigned to this standard from constructed-response items in Session 1 as well as from items in the TerraNova.

GLE: R1E, R1F, R1G, R1H, R1I; R2A, R2B, R2C; R3A, R3B, R3C, R3D

Example Items:

Compare and contrast [character in passage A] to [another character in passage A]. Use details and/or examples from the passage in your comparison. (Elementary uses the terms “alike” and “different”.) Or: Compare the method used by [character in passage A] with the method used by [character in passage B] to solve the problem each faced. Use details and/or examples from each passage in your comparison. Or: Compare [the conflict in passage A] to [the conflict in passage B]. Use details and/or examples from both passages in your comparison.

Explain the cause of [event in the passage]. Use information from the passage in your explanation. Or: Explain the results of [event in the passage]. Use information from the passage in your explanation.

Define [word from the passage] using context clues, and explain how the clues helped you figure out the meaning. Or: Explain what [phrase from the passage] means, and explain which clues from the passage helped you to figure out the phrase.

Paraphrase [a short, key portion of the passage]. Or: Retell the events of the passage using your own words.

What does [object used as a symbol in the passage] symbolize in this passage? Justify your answer by using details from the passage.

Explain what [example of figurative language from the passage] means, and explain which clues from the passage helped you figure out the meaning.

List the five major events of the passage in the order that they happened.

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GOAL (Process) STANDARDS

Students will demonstrate within and integrate across all content areas the ability to: **1.7**

evaluate the accuracy of information and the reliability of its sources.

While this standard could address the accuracy of information found in any type of communication (oral, written, or visual) and the reliability of the information source, it is applied more narrowly for MAP purposes. Items assessing this standard are an especially good match at the eleventh-grade level, where students are asked to write a persuasive essay.

GLE: R3C; IL2A

Example Items:

Analyze the author's perspective on [the issue discussed in the passage]. Do you think the author is biased in [his or her] views? Explain why or why not using information from the passage to support your answer.

How does the author's experience with [the subject matter] add to [his or her] effectiveness in presenting [his or her] argument? Use details and/or examples from the passage to support your answer.

The authors of these two passages obviously disagree about what should be done about [problem discussed in the two passages]. Based on information presented in the passages, which author are you more inclined to believe? Explain your choice using information from each passage.

Is this an accurate account of [the situation, issue, etc.]? Explain why or why not using details and/or examples from the passage.

Which of these two authors is more reliable, and why? Use information from both passages to support your answer.

How might the reader judge whether or not [author] is a reliable source of information on the subject of [subject of the passage]? Support your answer with details and/or examples from the passage.

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GOAL (Process) STANDARDS

Students will demonstrate within and integrate across all content areas the ability to:

1.8 organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis and presentation.

This standard is assessed in constructed-response items in Session 1 of the MAP test. The demands of the task are grade-level appropriate. Third graders are presented a graphic organizer that is partially complete—with heading, labels, and some information in place. Or, they are asked to complete a graphic organizer with only the heading and labels given. Tasks for older students require the completion of a provided graphic— where adding a heading, labels, and appropriate information is needed. Or, they are required to construct an appropriate graphic using information from the text.

GLE: W1A; W3A

Example Items:

Complete the chart below to show the author’s three main points and a supporting detail for each main point.

Create a graphic organizer to show the development of the plot leading up to the climax of the story.

Use the Venn diagram below to show the similarities and differences between the way [the author of passage A] and the way [the author of passage B] address the situation.

Create a graphic organizer to show the sequence of events that took place in the passage.

Create a graphic organizer to show the pros and cons of the different solutions offered by the author in this passage.

Fill in the chart below to show the different problems [the character] faced in the passage and his or her solutions to those problems. Be sure to add labels.

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GOAL (Process) STANDARDS

Students will demonstrate within and integrate across all content areas the ability to:

2.1 plan and make written, oral and visual presentations for a variety of purposes and audiences.

Written presentations are assessed in constructed-response items in Session 1 of the MAP test, and in the writing performance event for grades three, seven, and eleven. The student's sense of audience and purpose is an essential component of the writing assessment: items that are a measure for this standard clearly specify a writing situation that identifies a distinct purpose and audience for the student response. Another consideration is the length of the response; one or two sentences is not considered a "presentation."

GLE: W1A; W2E, W2F; W3A, W3C, W3D, W3E

Example Items:

Write a letter to a friend telling him or her what this passage is about.

Imagine that the article you have just read was published in your local newspaper. Write a short letter to the editor to express your agreement or disagreement with the author of the passage.

Imagine that you are a news reporter covering [event from the passage]. Write an opening paragraph for a news article about [event].

Released writing prompts and scoring guides may be found on the DESE Web site:

<http://www.dese.state.mo.us/divimprove/curriculum/commarts/index.htm>

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GOAL (Process) STANDARDS

Students will demonstrate within and integrate across all content areas the ability to: **2.2**

review and revise communications to improve accuracy and clarity.

This standard is assessed through multiple-choice items in the TerraNova. GLE:

W1A; W2B, W2C, W2D, W2E, W2F

Example Items:

Choose the sentence that best concludes the paragraph. Choose the sentence that best fits the blank in the paragraph. Which sentence does not belong in the paragraph? Choose the best way to write sentence #___. Choose the best way to combine sentences #___ and #___.

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GOAL STANDARDS

Students will demonstrate within and integrate across all content areas the ability to:

2.4 present perceptions and ideas regarding works of the arts, humanities, and sciences.

This standard addresses perceptions and ideas about the *whole* work, rather than about individual events, characters, etc., *within* the story. A movie or book review would be an example of a task that involves an overall evaluation supported by details from the text. MAP items that ask the student to discuss authorial choices such as point of view, choice of genre, and style fall into this category. Items assessing this standard may ask students to present their perceptions regarding a single passage, or these items may connect several passages, where the student compares and/or contrasts his or her perceptions about several works.

GLE: R2C; R3A, R3C

Example Items:

Describe the techniques the writer used to develop the mood of the passage.

Explain how the author's use of headings and sub-headings help you in comprehending the passage.

Who is the intended audience of this passage? How do you know?

What is the author's purpose for writing this passage? Explain your answer using information from the passage as support.

Which of these two passages did you think was the better written passage, and why? Use details and/or examples from both passages to support your answer.

How did the author's choice of vocabulary help or hinder you in understanding the passage? Use examples from the passage to explain your answer.

Is [title of passage] an appropriate title for this passage? Explain why or why not using details and/or examples from the passage as support.

Why was the author's choice of the [name the genre of the passage] an appropriate choice? Use information from the passage to explain your answer.

How effective is the use of illustrations in this passage? Support your answer with details and/or examples from the passage.

This passage is written from the point of view of [character]. Would the passage be more or less effective if written from [another point of view]? Explain your answer using details and/or examples from the passage as support.

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GOAL (Process) STANDARDS

Students will demonstrate within and integrate across all content areas the ability to: **3.1**

identify problems and define their scope and sequence.

This standard deals with *identifying* and *defining* a problem. If an item asks what a character's main problem is in the story, the item is measuring Goal Standard 3.1. If the item asks the student to explain how a character *solves* the problem, the item assesses this standard. If the item, however, asks the student to do something beyond (for example, to *evaluate* the processes used to solve the problem), the item addresses Goal Standard 3.4.

GLE: R2C; R3C

Example Items:

What is [a character's] main problem in the passage? Use information from the passage to explain your answer.

What are the major conflicts in the passage? Use information from the passage to explain your answer.

Explain two ways the problems of [character from the passage] and [character from the passage] are alike.

Explain how [character] solves [his/her] problem. Use details and/or examples from the passage as support in your explanation.

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GOAL (Process) STANDARDS

Students will demonstrate within and integrate across all content areas the ability to **3.4**

evaluate the processes used in recognizing and solving problems.

Items addressing this standard should ask students to *evaluate* the problem-recognition and/or problem-solving *processes* of characters. The two key words are “evaluate” and “processes.” Students give judgments on the effectiveness of the characters’ problemsolving abilities, offer their thoughts on what processes the characters could have used that would have been more effective, and explain their reasoning.

GLE: R2C; R3C

Example Items:

Was the way [a character] went about solving the problem a good process? Explain why or why not using details and/or examples from the passage.

[Name of character] chose to solve her problem by asking all of her friends for advice. Was this a good strategy for solving the problem? Explain why or why not using details and/or examples from the passage.

[Name of character] tried to solve his problem by looking in books. In your opinion, what would have been a better strategy, and why? Use information from the passage to support

your opinion.

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GOAL (Process) STANDARDS

Students will demonstrate within and integrate across all content areas the ability to **3.5**

reason inductively from a set of specific facts and deductively from general premises.

Reasoning is assessed through multiple-choice and constructed-response items in the TerraNova and Session 1. When students are asked questions in which a general statement is made (about a character, viewpoint, situation in a passage, etc.) and expected to support or refute the statement, they are using deductive reasoning. On the other hand, if students make inferences, generalizations, or predictions based on specific information in a text, they are using inductive reasoning.

GLE: R1H; R2C; R3C; W3D

Example Items:

Imagine that, after reading this story, a friend states that the main character is [make a statement about the character]. Explain why you agree or disagree with your friend's statement. Use details and/or examples from the passage to support your opinion.

Explain why the setting is important to the story. Use details and/or examples from the story to support your answer.

What is the main idea of the passage? Use details and/or examples from the passage to explain why you believe this is the main idea.

What was the most important event in the passage? Use details and/or examples from the passage to explain why you believe this is the most important event.

How did [name of character] change from the beginning of the passage to the end of the passage? Use details and/or examples from the passage to support your answer.

What did [name of character] mean when [he/she] said...? Use details and/or examples from the passage to support your answer.

What is the author's point of view about [topic, situation, event]? Use details and/or examples from the passage to explain why you believe this is the author's point of view.

Predict what will happen to [a character] after the end of this story. Use details and/or examples from the passage to support your prediction.

Summarize the main ideas in the passage.

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GOAL (Process) STANDARDS

Students will demonstrate within and integrate across all content areas the ability to

3.6 examine problems and proposed solutions from multiple perspectives.

To address this standard, items must assess the student's understanding of multiple perspectives *inside* stories, articles, poems, etc. That is, the student must provide multiple perspectives (from multiple characters) on the *same* problem or on the *same* proposed solution to a problem. Comparing the *student's* perspective to that of a character's perspective in the passage does *not* assess this standard.

GLE: R2C, R3C

Example Items:

How do the solutions offered by [character] differ from those offered by [another character]? Use details and/or examples from the passage to support your answer.

In what ways are the solutions offered by [author of passage A] similar to or different from those offered by [author of passage B]. Use details and/or examples from each passage to support your answer.

Explain how [character's] approach to [problem] is different from [character's] approach. Use details and /or examples from the article to support your explanation.

[Character's] and [character's] approach to [problem] are quite different. What do their different problem-solving approaches show about what is important to each of them? Use details and /or examples from the passage to support your answer.

[Character A] and [Character B] have different opinions about [state the common problem shared by the characters]. Use what you know about each character to explain the difference

in opinions related to the problem.

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GOAL (Process) STANDARDS

Students will demonstrate within and integrate across all content areas the ability to **3.7**

evaluate the extent to which a strategy addresses the problem.

“Evaluate” is the essential component of this standard. The student must first read a passage that involves a problem and an attempted solution(s). The student must then, in order to answer the item, *evaluate* whether the attempted solution was effective, explain *why*, and support his or her answer with evidence from the text. First, it is important to distinguish between the evaluation of *processes* addressed in Goal Standard 3.4 and the evaluation of the effectiveness of the *strategy or solution* addressed in this standard. Second, many passages answer such questions for the reader within the text, which negates the student’s opportunity to evaluate, thus turning the item into a simple reading comprehension question appropriate for Goal Standard 1.5.

GLE: R2C; R3C

Example Items:

Was [character’s] solution to the problem a good one? Explain why or why not using information from the passage as support in your explanation.

Of all of the characters in the story, who came up with the best solution? Explain your answer using details and/or examples from the story.

Of all the characters in the passage who offered advice on how to solve the problem, which one do you think offered the best advice, and why? Use details and/or examples from the passage to support your answer.

In the story, [character] says [solution to the problem in the story] is the best thing to do. Why would this be the best thing to do? Use information from the story to explain your answer.

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GOAL (Process) STANDARDS

Students will demonstrate within and integrate across all content areas the ability to **3.8**

assess costs, benefits and other consequences of proposed solutions.

To address this standard, students must think *beyond* the passage to predict the effectiveness of a proposed solution. Passages must include a solution to a problem, without explaining how well the solution worked. The assessment task requires students to examine the effects of proposed solutions, to think in terms of “*what would happen if?*” and determine probable results of actions.

GLE: R2C, R3C

Example Items:

Explain what course of action you would take if you were in [character’s] situation and explain why this would be a more effective course to take. Use details and/or examples from the passage to support your course of action.

If [character] follows the advice offered by [another character] in the passage, what do you think will happen, and why? Use details and/or examples from the passage to support your prediction.

[Character] comes up with a short-term solution to the problem in the passage. Is this solution likely to be a good long-term solution to the problem? Explain your answer using information from the passage.