

# PAWS

## Improvements to the Language Arts Assessment

Erin Buchanan, Language Arts Content Specialist  
Bill Herrera, Assistant Director of State Assessment

# Purpose of the Proficiency Assessment for Wyoming Students (PAWS)

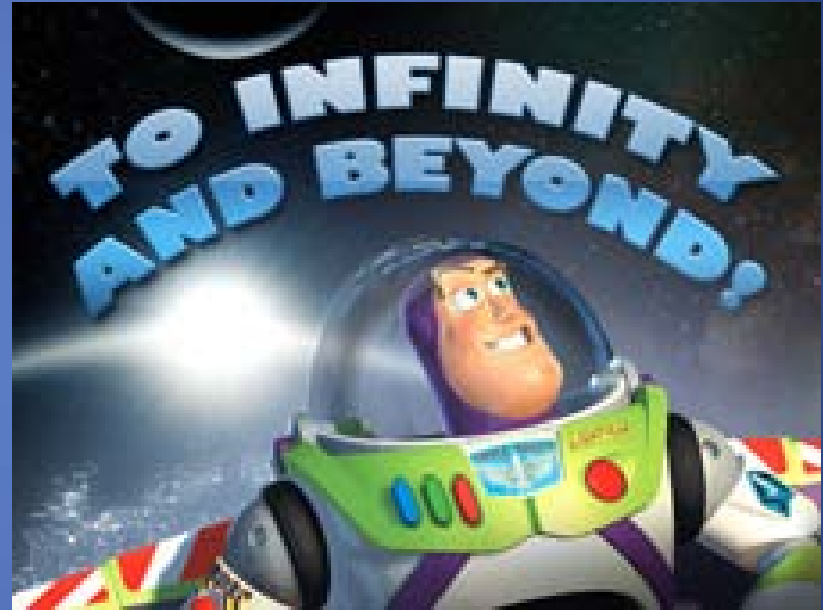
**Improvement!!**

# Writing Assessment Model

- “students use the writing process (generate ideas, draft, revise, and edit) to demonstrate expressive and expository writing.”

# Targets for 2010 and Beyond

- Teacher Resources
  - Assessment Descriptions
  - Writing Scoring Guide
- Equating Model
- Item Development



# Assessment Descriptions

- Alignment to Standards
- Clarification of Skills
- Types of Passages/Texts
- Evaluative Criteria
- Embedded Rubrics/Scoring Guides

# PAWS Assessment Descriptions – Grade 5 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

## Informational/Expository Skill Reporting Category – Major Points and Details

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p><b>5.1A</b> Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p><b>5.1A.1</b> Students use knowledge of synonyms, antonyms, and multiple meaning words to develop vocabulary.</p> <p><b>5.1A.2</b> Students understand grade-level-appropriate technical and subject-specific vocabulary.</p> <p><b>5.1A.3</b> Students demonstrate comprehension by retelling, summarizing, and paraphrasing main idea and supporting details in grade-level-appropriate text.</p> <p><b>5.1A.4</b> Students draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p> <p><b>5.1A.5</b> Students understand cause and effect relationships.</p> <p><b>5.1A.6</b> Students use such strategies as setting a purpose for reading and using graphic organizers to predict, categorize, and analyze.</p>	<p>Informational/Expository texts include such things as textbooks, encyclopedias, biographies, documentaries, essays, interviews, speeches, newspapers, internet websites, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader's understanding of a topic.</p> <p>Organizational patterns may include, but are not limited to, chronological order, cause and effect, main idea supported by examples, and question and answer.</p>	<p>Students read to understand a text's major points and supporting details. Students are able to distinguish between main ideas and supporting details in expository texts.</p>
<p><b>5.IC</b> Students demonstrate understanding of informational text.</p>	<p><b>5.IC.1</b> Students locate and use information from multiple sources.</p> <p><b>5.IC.2</b> Students compare and contrast information to draw conclusions.</p> <p><b>5.IC.3</b> Students are familiar with a variety of information modes, such as news articles, magazines, online information, and books by the same author, demonstrations, biographies, and autobiographies.</p>		

# PAWS Assessment Descriptions – Grade 5 Reading

**Skill:** Expository Text/Major Points and Details

## **Evaluative Criteria:**

### **Accuracy**

The reader identifies the major points and distinguishes the major points from the supporting details.

### **Relevance**

The reader demonstrates that the reader has an understanding of the text's main ideas and the relevance of the details to support each main idea.

### **Sufficiency**

The reader provides an adequate amount of information to demonstrate that the reader has an understanding of the major points and key details supporting each.

## **Short Response Rubric:**

<b>Score</b>	<b>Definition</b>
2	Main ideas and details from the text are accurate, logically connected to each other and to the task, and sufficient to support the reader's position.
1	Main ideas and details from the text are somewhat accurate and connected to each other and to the task. Details are insufficient or inappropriate to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

# 2010 PAWS Writing Scoring Guides

- Purposes of Revision – Instructional Clarity & Improved Consistency/Reliability in Scoring
  - Clarification of Language
  - Two Scoring Guides: Expressive and Expository
  - Merging of Skills
  - Instructionally Supportive Score Distributions
  - Analytic/Holistic Scoring
- Regional Trainings & Annotated Anchors

**Expository: Persuasive Essay**—Makes a persuasive argument and supports a definite position for a specified audience

SKILLS	3	2	1	0
<p><b>Idea Development</b> The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> <li>Develops a clear and focused thesis in response to the topic</li> <li>Uses specific details and examples to enrich idea development</li> </ul>	<ul style="list-style-type: none"> <li>Presents a thesis in response to the topic</li> <li>Uses relevant details and examples</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to present a thesis in response to the topic</li> <li>Limited use of relevant details or examples</li> </ul>	<ul style="list-style-type: none"> <li>No response to the topic</li> <li>Details and examples are consistently irrelevant</li> </ul>
<p><b>Organization</b> The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> <li>Develops an effective introduction, body, and conclusion</li> <li>Sequencing of ideas demonstrates effective logic and coherence</li> <li>Uses topic sentences and varied transitions between and within paragraphs</li> <li>Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas</li> <li>Uses varied and correct sentences</li> </ul>	<ul style="list-style-type: none"> <li>Presents an introduction, body, and conclusion</li> <li>Sequencing of ideas demonstrates overall logic and coherence</li> <li>Uses topic sentences and transitions between and within paragraphs</li> <li>Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together</li> <li>Uses varied and mostly correct sentences</li> </ul>	<ul style="list-style-type: none"> <li>Presents an introduction or conclusion</li> <li>Sequencing of ideas demonstrates some evidence of logic and coherence</li> <li>Lacks consistent use of topic sentences and transitions between and within paragraphs</li> <li>Similar ideas are grouped together without appropriate spacing or indentation</li> <li>Attempts to use varied sentences; Inconsistently uses correct sentences</li> </ul>	<ul style="list-style-type: none"> <li>Introduction and conclusion are unidentifiable</li> <li>Organization of ideas lacks a logical sequence</li> <li>Topic sentences or transitions between and within paragraphs are unidentifiable</li> <li>Similar ideas are not grouped together; no evidence of appropriate spacing or indentation</li> <li>Sentences are run-on, incomplete, or fragmented</li> </ul>
<p><b>Voice</b> The writer uses appropriate, precise language to communicate a persuasive argument to a specified audience in a way that is informative, compelling, and engaging.</p>	<ul style="list-style-type: none"> <li>Essay consistently reveals voice, style, and tone appropriate to the intended audience and purpose</li> <li>Communicates argument effectively</li> <li>Uses a variety of precise and appropriate words or phrases</li> </ul>	<ul style="list-style-type: none"> <li>Essay reveals voice, style, and tone appropriate to the intended audience and purpose</li> <li>Communicates argument</li> <li>Uses precise and appropriate words or phrases</li> </ul>	<ul style="list-style-type: none"> <li>Essay reveals limited voice, style, or tone appropriate to the intended audience and purpose</li> <li>Expresses opinion rather than argument</li> <li>Demonstrates little variation in word choice and/or repetitious use of simple words or phrases</li> </ul>	<ul style="list-style-type: none"> <li>Essay lacks voice, style, or tone appropriate to the intended audience and purpose</li> <li>Lacks statement of opinion or argument</li> <li>Uses an extremely limited range of words or phrases or consistently uses words incorrectly</li> </ul>
<p><b>Conventions</b> The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> <li>Uses grade-appropriate spelling consistently</li> <li>Uses grade-appropriate capitalization and punctuation consistently</li> <li>Uses grade-appropriate grammar and usage consistently</li> </ul>	<ul style="list-style-type: none"> <li>Uses grade-appropriate spelling</li> <li>Uses grade-appropriate capitalization and punctuation</li> <li>Uses grade-appropriate grammar and usage</li> </ul>	<ul style="list-style-type: none"> <li>Spells common words correctly, but other grade-appropriate words incorrectly</li> <li>Uses limited grade-appropriate capitalization or punctuation</li> <li>Demonstrates limited control over grade-appropriate grammar and usage</li> </ul>	<ul style="list-style-type: none"> <li>Misspells common words</li> <li>Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout</li> <li>Demonstrates incorrect use of grade-appropriate grammar and usage throughout</li> </ul>

# 2007 -2009 Equating Model

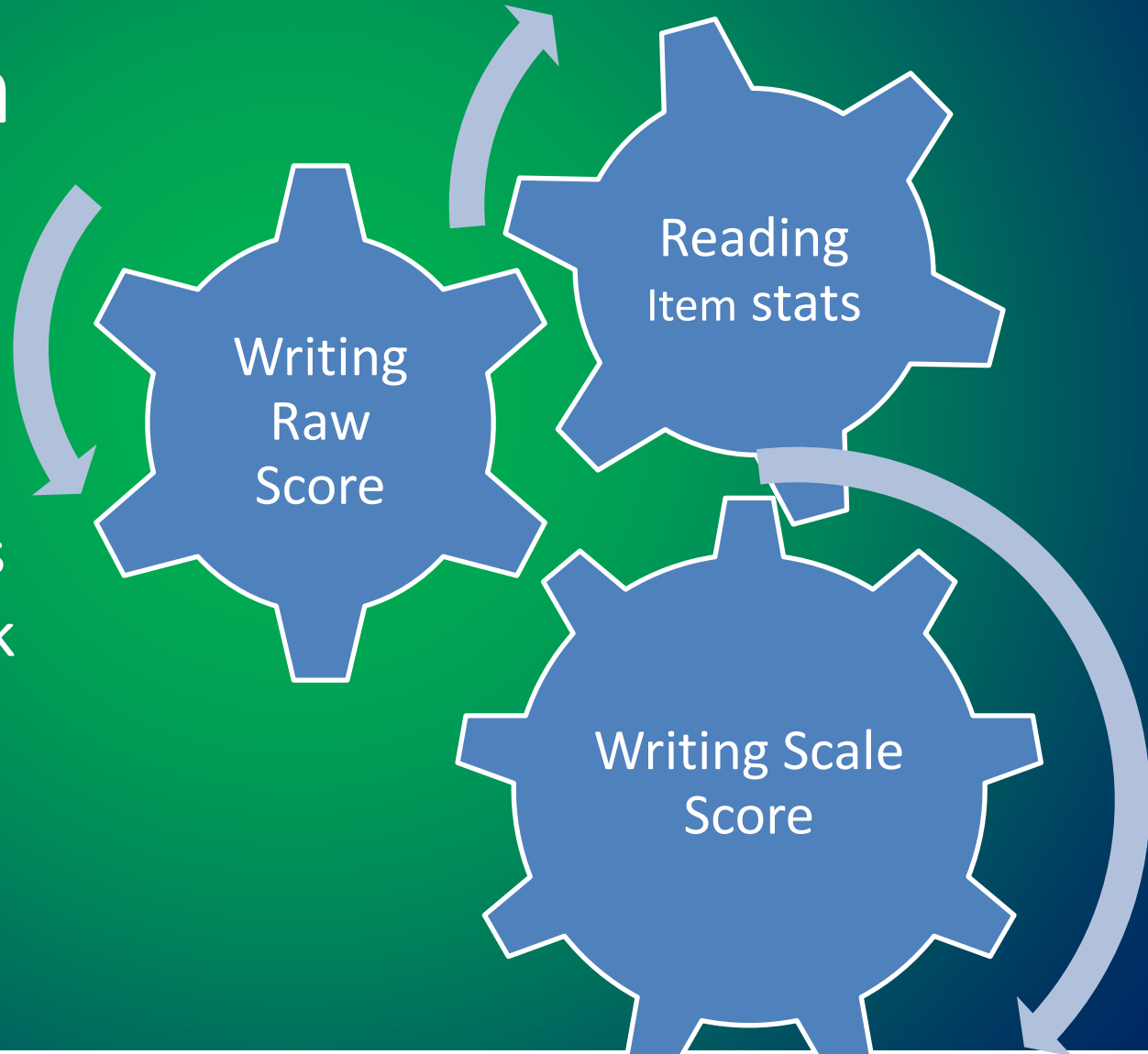
Things may look the same, but they are different!



# 2007 -2009 Equating Model

## Old Solution

- No way to link the prompts to the common writing scale, so the reading tests were used to link the writing scale between years.



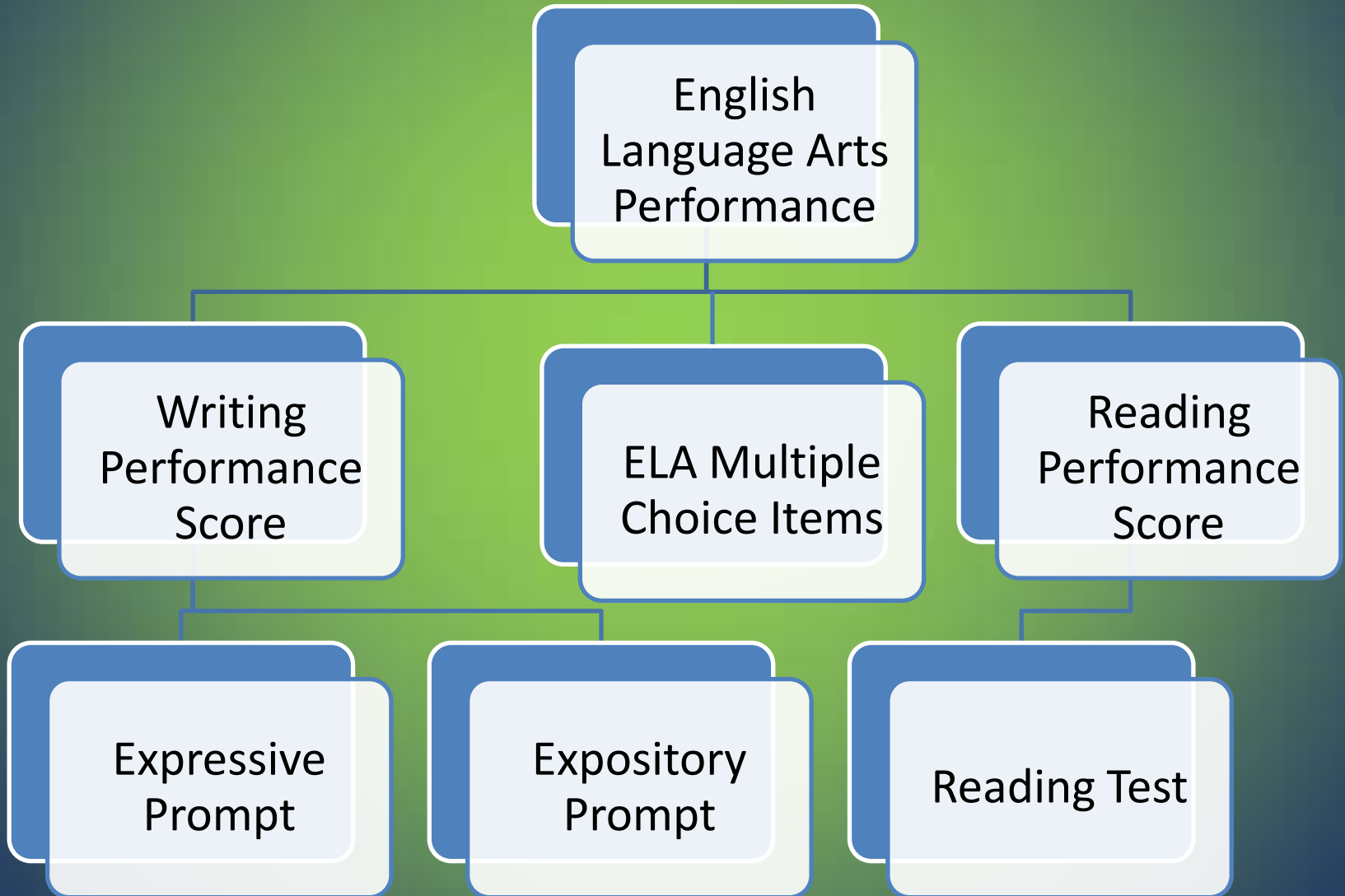
# 2010 Equating Model

## New Solution

Link the prompts to the common writing scale, “writing” multiple choice items will be used to link the writing scale between years.



# 2010 Reporting Model



# Multiple Choice ELA Items

- Used to Stabilize Writing Test
- Linking Set
- Vertical Scaling
- Aligned to Writing Skills – ID, O, V, C
- MC Item Examples

# Idea Development

Read this paragraph.

Paragraph inserted here

Which sentence does not belong in this paragraph?

A.

B.

C.

D.

# Organization

**Where would be the most logical place to add this sentence?**

Of all the cat noises, however, meowing is the most familiar sound.

- A. after sentence 1
- B. after sentence 2
- C. after sentence 3
- D. after sentence 4

# Voice

What would be a better choice of wording than did better than in sentence 4?

- A. trashed
- B. outscored
- C. did lots better than
- D. got way more points than

# Conventions

Which sentence is written correctly?

- A. I wake up in the morning, and I feel as fresh as the budding trees outside my window.
- B. I wake up, in the morning and I feel as fresh as the budding trees outside my window.
- C. I wake up in the morning and I feel as fresh as the budding trees, outside my window.
- D. I wake up, in the morning, and I feel as fresh as the budding trees outside my window.

# Vision

- Improve Reliability and Consistency in Scoring
- Stabilize Writing Test Using MC Items
- Clarify Writing Skill Expectations for Students and Teachers
- Improve PAWS Resource Documents
- Provide Additional Training and Support for 2010 Assessment and Beyond

Questions?

# Contact Information

Erin Buchanan

[ebucha@educ.state.wy.us](mailto:ebucha@educ.state.wy.us)

Bill Herrera

[bherre@educ.state.wy.us](mailto:bherre@educ.state.wy.us)