



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Using the Teacher Hand Scoring System to Score Interim Assessment Items



CONNECTICUT STATE DEPARTMENT OF EDUCATION



# Agenda

- Using Interim Assessments
- Preparing to use the Teacher Hand Scoring System
- Accessing the Teacher Hand Scoring System
- Connecting Interim Assessments with Instruction





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# **Using Interim Assessments**



# Interims: Purpose and Intent

Interim Assessments allow teachers to **check student progress** throughout the year, gaining access to information that can be used to **improve instruction** and help students meet the challenges of college- and career-ready standards.





# Benefits of Hand Scoring

- Process is self-paced and **self-guided**
- Rubrics, Exemplars, and Training Guides allow teachers to **internalize scoring expectations** and **calibrate** to scoring rubric
- Scoring is **aligned** to the Smarter Balanced Summative Assessments
- Materials are consistent across grade levels, content areas, and item types
- Teachers can identify areas of strength and weakness





# Hand Scoring

- Hand scoring of the interim assessments is a local responsibility.
- Educators will use the same scoring rules as the summative assessment.
- Training is essential to provide optimal levels of reliability and validity when interpreting test results.





# How are Interim Assessments Scored?

Interim Assessment blocks containing **only** multiple-choice type items are machine scored and results will be available through the Online Reporting System and AIR Ways.

Interim Assessment blocks containing **open-ended** items must be scored by trained teachers using the Teacher Hand Scoring System (THSS). Once scores are assigned and submitted, results will be available through the Online Reporting System and AIR Ways.





# Which Blocks Require Hand Scoring?

Hand Scoring	Grades 3-8 and High School
✓	Read Literary Text
✓	Read Informational Text
✓	Brief Writes
✓	ELA Performance Task
✓	Math Performance Task





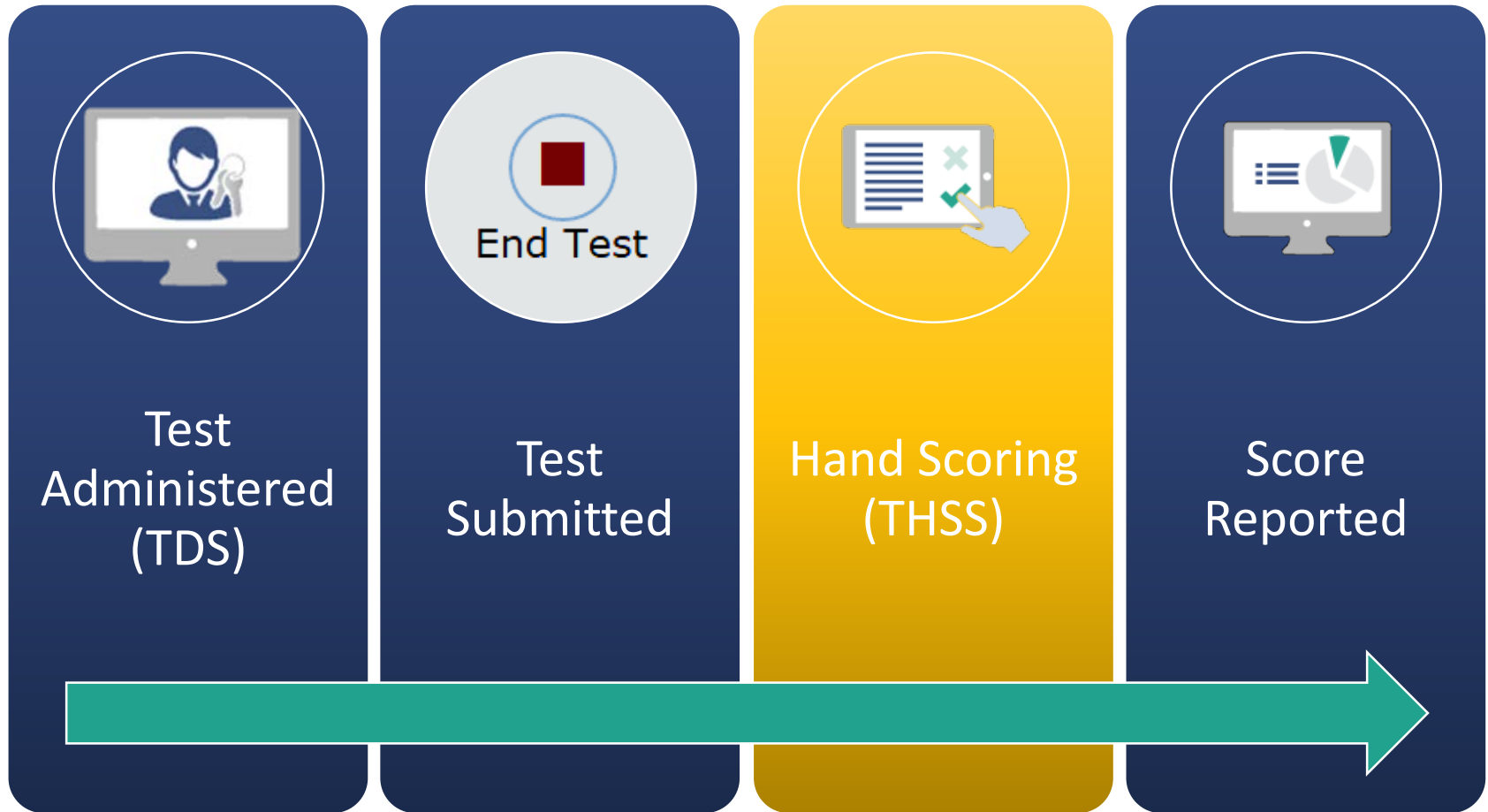


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# Preparing to Use the Teacher Hand Scoring System



# Teacher Hand Scoring System Overview



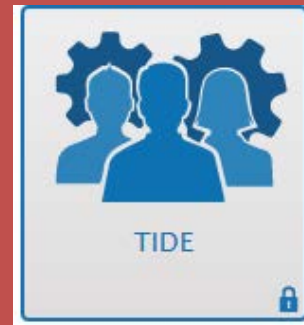
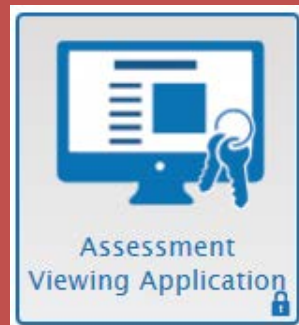


# Step 1: Planning and Preparations

Use the **Assessment Viewing Application (AVA)** and blueprints to determine how the blocks **best align** to your **lessons** and instructional **goals**.

Some blocks require hand scoring – build in time for the hand-scoring process.

Scoring rubrics, exemplars, and training guides can be downloaded in **TIDE**.



# Navigating the CT Portal



The screenshot shows the CSDE CT Portal interface. A pink arrow points to the 'Resources' dropdown menu in the top navigation bar. A black arrow points from the 'Resources' dropdown menu to the 'Resources' link in the left sidebar. The 'Resources' dropdown menu is open, showing a list of links. The left sidebar contains a vertical list of links, each with an icon. The right sidebar contains a vertical list of links, each with an icon. The main content area displays a 'Recent' section with a list of items.

Home Get Started ▼ Resources ▼

CSDE CONNECTICUT STATE DEPARTMENT OF EDUCATION

Students & Families

Smarter Balanced Assessment

CMT/CAPT Science

NGSS Pilot

Connecticut Alternate Assessments

Connecticut SAT School Day

Technology Resources

Recent

**NEW!** AIR System

AIR system 18 – Sunday, August 13, 2017, 10:00 AM – 11:00 AM

Added July 13, 2017

- As a reminder, the NeoSpeed for the CMT/CAPT Science Text-to-speech package is now available. **Note:** The software will compute scores for the General Information test. The license for the Windows version expires on May 3, 2017, and will expire. Added May 13, 2017
- The test results for the Standardized Test are now available. Schools are now able to also for the resource. Added May 13, 2017

Resources ▼ FAQs Supported

Alternate Assessments

Brochures and Quick Guides

CMT/CAPT Science

District Administrators

General Information

Manuals for Online Testing

NGSS Pilot

Reporting Resources

Smarter Balanced Assessment

Student Assessment News

Students & Families


Technology for Online Testing


Training Materials





# Navigating the CT Portal


Home Get Started ▼ Resources ▼ FAQs Supported Browsers


 **CONNECTICUT STATE DEPARTMENT OF EDUCATION**  
COMPREHENSIVE ASSESSMENT PROGRAM PORTAL


 **Students & Families**


 **Smarter Balanced Assessment**

 **Smarter Balanced Assessment**

 **Connecticut Alternate Assessments**

 **Connecticut SAT School Day**

 **Technology Resources**

 **Recent Announcements**

**NEW! AIR System Hardware Upgrade—Systems Offline August**

AIR systems are undergoing a hardware upgrade from Friday, August 18 – Sunday, August 20, 2017. All systems (TIDE, TDS, ORS, AIR Ways, AVA) will be offline during this time.

*Added July 26, 2017*

- As a reminder: For Windows users, if your school has NeoSpeech voice packs installed on your computers used for the Connecticut Comprehensive Assessments with text-to-Speech, you will need to renew your NeoSpeech voice pack licenses.

**Note:** Schools do not need to re-install the voice pack software, only the licenses. To ensure that your computer's voice packs continue to function as expected, please download the updated licenses in TIDE under General Resources > Download Voice Pack and transfer the licenses to the appropriate license folders on Windows machines following the instructions available in the Updating the NeoSpeech Licenses document. On May 3, 2017, the current license for the Julie voice packs will expire.

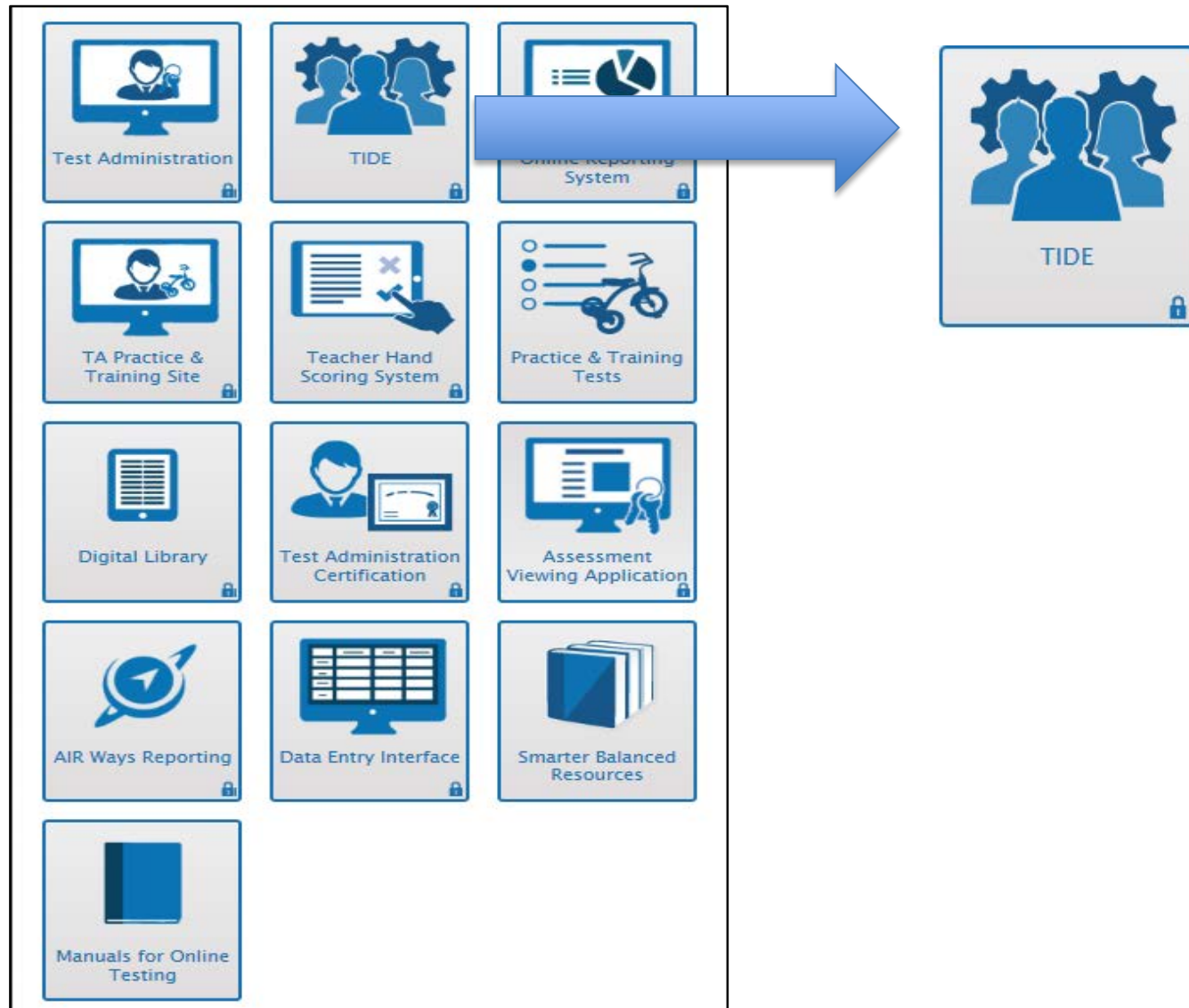
*Added May 2, 2017*

- The test window for the **Next Generation Science Standards (NGSS) Assessment Pilot** is from May 1<sup>st</sup> to May 26<sup>th</sup>. For participating districts, several resources are now available. These resources are appropriate for schools that were randomly selected for the pilot and also for those that volunteered to participate. These resources include:





# Locating TIDE



# TIDE Access



## Login

### Please Log In

Enter your username and password to log into air assessment online systems. Once you log in, you will automatically be directed to your selected system.

### Need More Help?

If you forgot your password or need a new password, please use the **Forgot Your Password** link to reset it.

Help Desk Information

**Connecticut:**

1-844-202-7583 /

[cthelpdesk@air.org](mailto:cthelpdesk@air.org)

**Vermont:**

1-844-218-1184 /

[vthelpdesk@air.org](mailto:vthelpdesk@air.org)



[Forgot Your Password?](#)

**Secure Login**

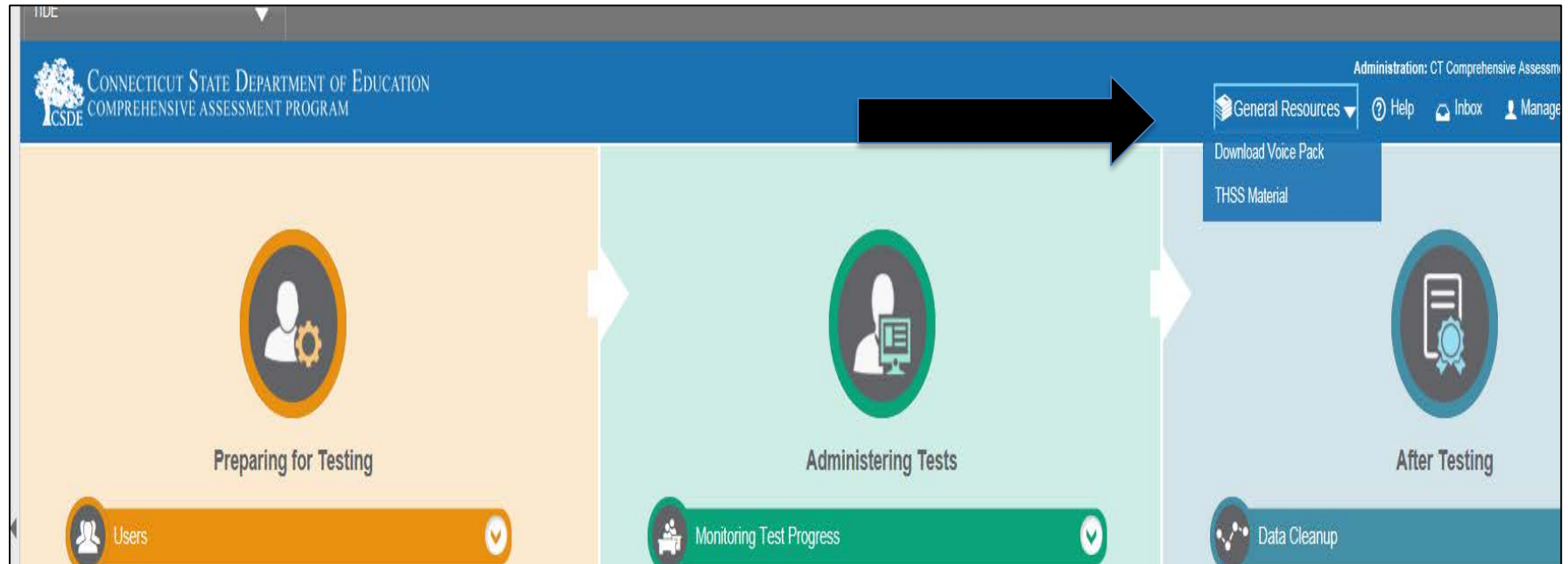
## First Time Login This School Year?

The password you used during the previous school year has expired.

[Request a new one for this school year.](#)



# Step 1: Planning and Preparations







# Step 1: Planning and Preparations

This page allows you to access and download\* the English language arts/literacy (ELA) and mathematics grades 3–8 and 11 Teacher Hand Scoring System materials. The PDFs are organized by grade level. The name of each PDF provides the grade level, item number, and interim item type. Two documents are available for each grade level. Once you have located a specific grade-level item, click on the PDF name to view each document. The TG is the overview and support material for how to score. Refer to the ELA and Math Interim Assessment crosswalk documents for information on how to use the Training Guides and Exemplars. These content specific crosswalk documents are for Comprehensive Assessment.

\* While these materials may be downloaded and printed, they should be used only for classroom, building- or district-level training. These materials should not be posted or distributed to teachers or other personnel.

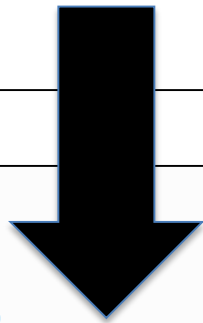
The following links are for downloading THSS materials:





[ELA\\_Interim\\_Assessments\\_Scoring\\_Materials\\_Item\\_IDs\\_Crosswalk.pdf](#)

[Math\\_Interim\\_Assessments\\_Scoring\\_Materials\\_Item\\_IDs\\_Crosswalk.pdf](#)

[Interim\\_Assessment\\_Training\\_Guides\\_and\\_Exemplars.zip](#)

Close















	ELA THSS Materials	File folder		
	Math THSS Materials	File folder		
	ELA Interim Assessments Scoring M...	PDF Document	269 KB	No
	Math Interim Assessments Scoring ...	PDF Document	181 KB	No





# Step 1: Planning and Preparations

	(#1, IAB)_BriefWrite_Item22764_EX....	PDF Document
	(#1, IAB)_BriefWrite_Item22764_TG....	PDF Document
	(#2, IAB)_BriefWrite_Item32058_EX....	PDF Document
	(#2, IAB)_BriefWrite_Item32058_TG....	PDF Document
	(#3, IAB)_BriefWrite_Item22853_EX....	PDF Document
	(#3, IAB)_BriefWrite_Item22853_TG....	PDF Document
	(#4, IAB)_BriefWrite_Item30588_EX....	PDF Document
	(#4, IAB)_BriefWrite_Item30588_TG....	PDF Document
	(#5, IAB)_BriefWrite_Item27695_EX....	PDF Document
	(#5, IAB)_BriefWrite_Item27695_TG....	PDF Document
	(#6, IAB)_BriefWrite_Item22889_EX....	PDF Document
	(#6, IAB)_BriefWrite_Item22889_TG....	PDF Document



# Step 1: Planning and Preparations

TIDE

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
COMPREHENSIVE ASSESSMENT PROGRAM

Administration: CT Comprehensive Assessment 2017-2018 | Role: STATE

General Resources ▼ ? Help Inbox Manage Account ▼ Log out

Find Student by ID

**Preparing for Testing**

- Users
- Students
- Test Settings and Tools
- Rosters

**Administering Tests**

- Monitoring Test Progress
- Print Testing Tickets
- Appeals 1

**After Testing**


- Data Cleanup


A large black arrow points from the 'After Testing' section up to the 'Inbox' link in the top navigation bar.









# Step 1: Planning and Preparations

 Dashboard

 Recent Files

 View Archives

Search filename... 

File Name	Created On	Expiration Date	Expires In	Actions
2017-2018 Smarter Balanced Interim Assessment Keys.zip	9/25/2017 5:57:50 PM		n/a	<div> Download</div> <div></div>

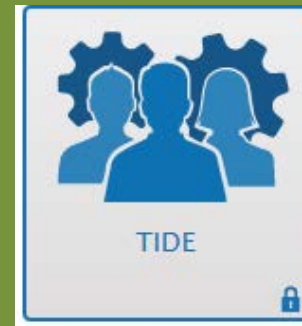
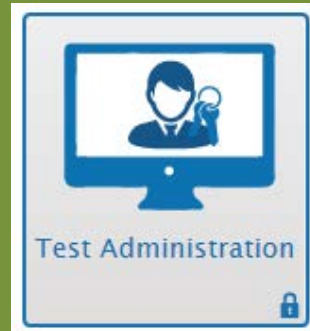




# Step 2: Administration

Use the **Test Administration Interface** to administer student tests.

Use **TIDE** to monitor test progress.





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# Accessing the Teacher Hand Scoring System



# Teacher Hand Scoring Roles

## Scorer

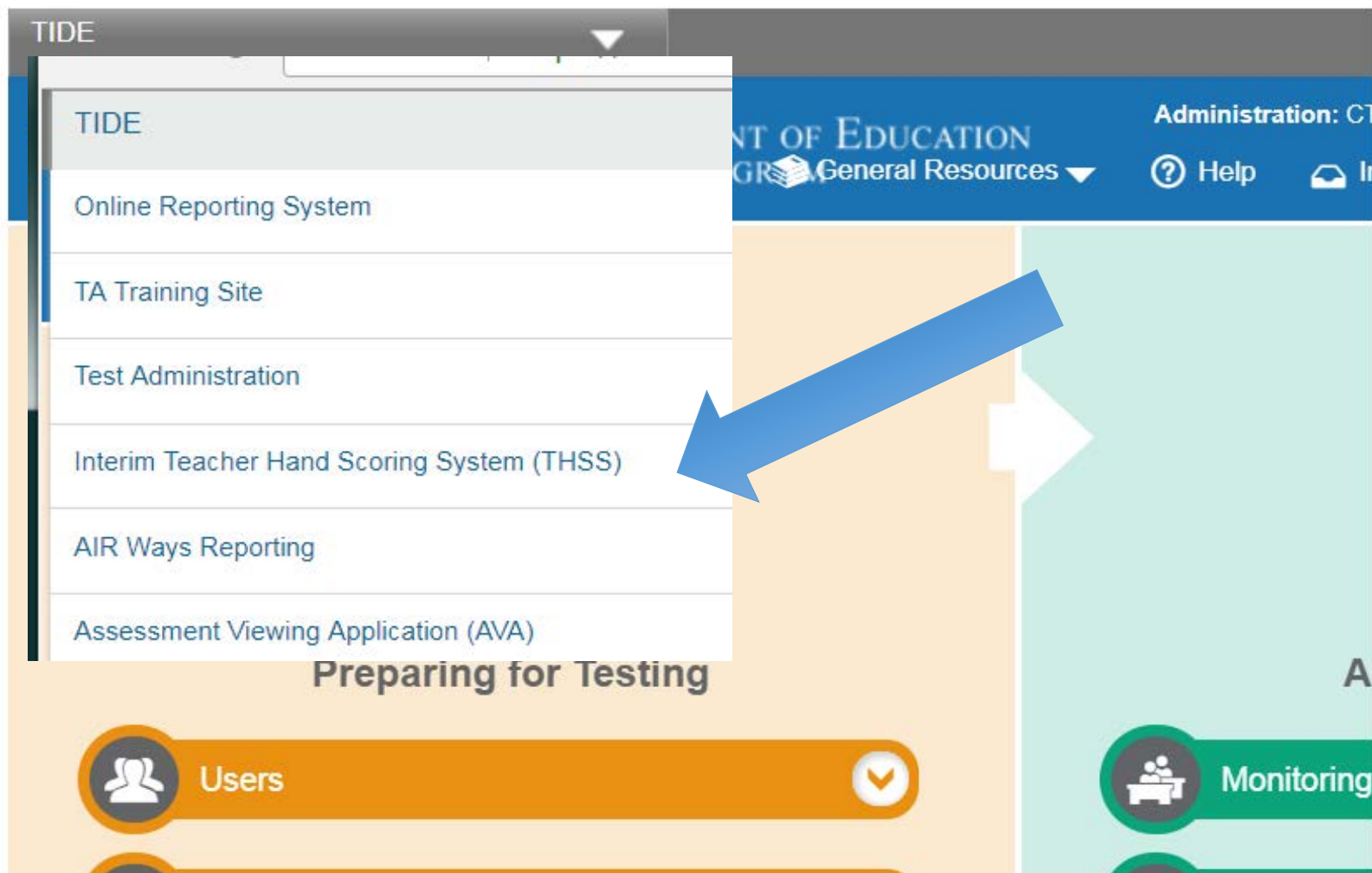
- Score items assigned to them
- Reassign items assigned to tm

## Score Manager

- Assign items to scorers
- Score items assigned to them
- Reassign any items

\*The test proctor will have access to the items completed by the students in that test session.


# Access the THSS from TIDE








# Navigating the CT Portal


Home Get Started ▼ Resources ▼ FAQs Supported Browsers


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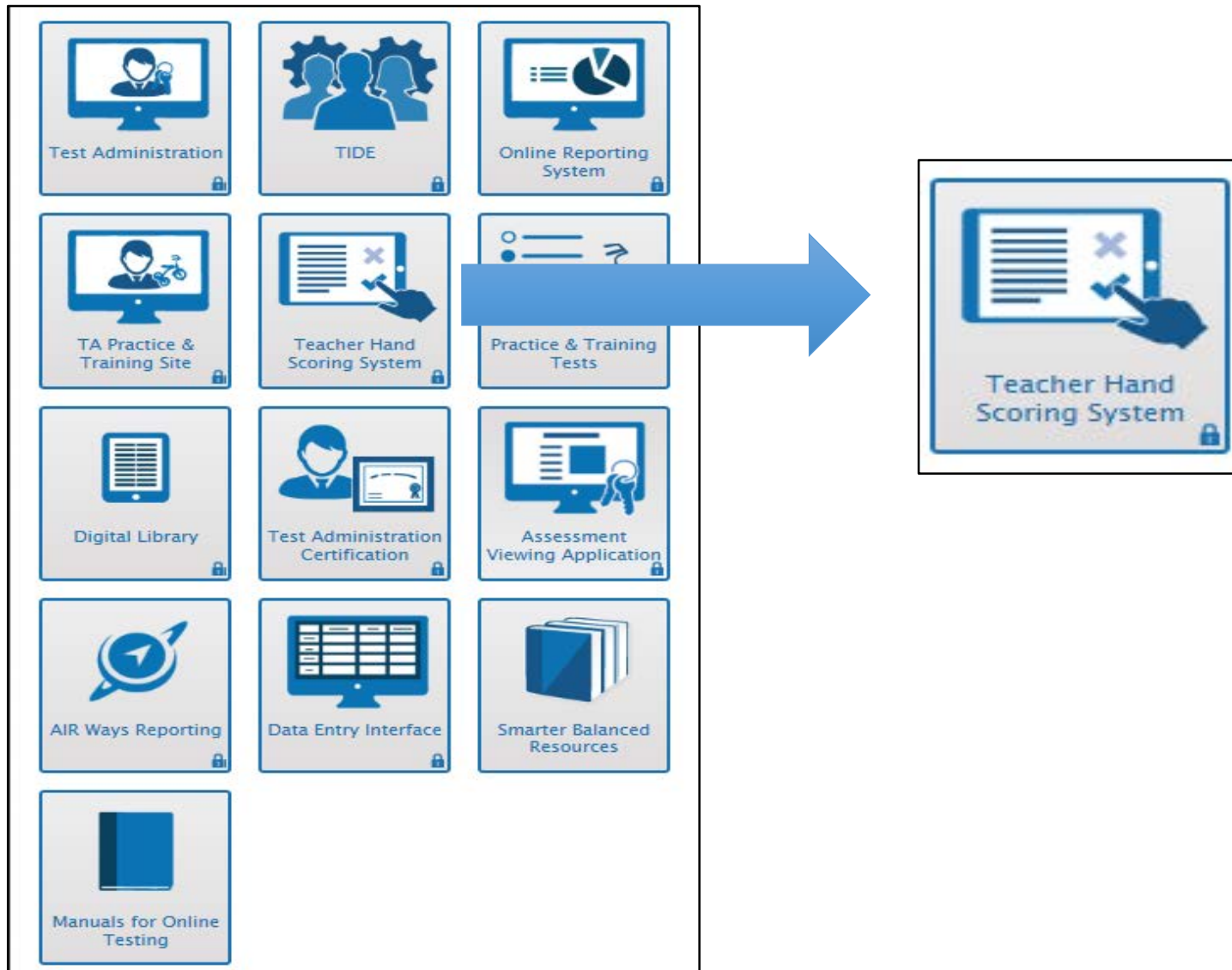
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- [NGSS Sample Items](#) are available at the elementary



# Locating THSS





# Logging in to THSS

## Login



Email Address



Password

[Forgot Your Password?](#)

**Secure Login**

### First Time Login This School Year?

The password you used during the previous school year has expired.

[Request a new one](#) for this school year.



# Home Page for Teachers (TE)

THSS

[Navigate to another application](#)

Logged in as ct-te50@training.user [Help](#) [Logout](#)



Teacher Hand Scoring

Logged in as ct-te50@training.user

Test:  Session:  Items:

<input type="checkbox"/>	Student Name	Item	Session	Status	Score
<input type="checkbox"/>	Henry, Murphy	22775: ELA: Rebuilding a Bike Q2	ct-d4c4-16	Not Scored	<input type="button" value="Score"/>
<input type="checkbox"/>	Smith, Jane	22775: ELA: Rebuilding a Bike Q2	ct-d4c4-16	<i>Tentatively Scored</i>	<input type="button" value="Score"/>
<input type="checkbox"/>	Smith, Jane	22818: ELA: Bottled Water Q6	ct-d4c4-16	Not Scored	<input type="button" value="Score"/>
<input type="checkbox"/>	Henry, Murphy	22818: ELA: Bottled Water Q6	ct-d4c4-16	Not Scored	<input type="button" value="Score"/>
<input type="checkbox"/>	Henry, Murphy	27707: ELA: Ball in Tree Q1	ct-d4c4-16	Not Scored	<input type="button" value="Score"/>



# Home Page for School Coordinators (SC)

HSS

[Navigate to another application](#)

Logged in as cristia1@sbcglobal.net [Help](#) [Logout](#)



## Teacher Hand Scoring System - Response List

Test:  Session:  Grades:  Subjects:  Scorers:  Items:

<input type="checkbox"/>	Student Name	Item	Session	Status	Assigned To	Score
<input type="checkbox"/>	Baker, Ella	22775: ELA: Rebuilding a Bike Q2	ct-4c37-15	Not Scored	Teacher Twenty Seven	
<input type="checkbox"/>	San Suu Kyi, Aung	22775: ELA: Rebuilding a Bike Q2	ct-4c37-15	Not Scored	Teacher Twenty Two	
<input type="checkbox"/>	Timberlake, Justin	22775: ELA: Rebuilding a Bike Q2	ct-e7d5-22	Not Scored	Teacher Thirty Five	
<input type="checkbox"/>	Chanel, CoCo	22775: ELA: Rebuilding a Bike Q2	ct-4c37-15	Not Scored	Teacher Twenty Five	
<input type="checkbox"/>	Marshall, Thurgood	22775: ELA: Rebuilding a Bike Q2	ct-98f6-17	Not Scored	Teacher Six	



# Filtering and Sorting

Test:  Session:  Items:

☐

☐ Interim ELA Grade 4  
Read Informational  
Texts IAB

☐ Interim ELA Grade 5  
Brief Writes IAB

☐ Smith, Jane

☐ Smith, Jane

Item	Session	Status	Score
22775: ELA: Rebuilding a Bike Q2	ct-d4c4-16	<i>Tentatively Scored</i>	<a href="#">Score</a>
22818: ELA: Bottled Water Q6	ct-d4c4-16	Not Scored	<a href="#">Score</a>
27707: ELA: Ball in Tree Q1	ct-d4c4-16	Not Scored	<a href="#">Score</a>
30680: ELA: Spacewalk Q3	ct-d4c4-16	Not Scored	<a href="#">Score</a>



# Scoring Responses

<input type="checkbox"/>	Student Name	Item	Session	Status	Score
<input type="checkbox"/>	Burger, James	51478: ELA: Salt Q40	ct-d4c4-16	Not Scored	<a href="#">Score</a>
<input type="checkbox"/>	Wagner, Ashley	51478: ELA: Salt Q40	ct-d4c4-16	Not Scored	<a href="#">Score</a>
<input type="checkbox"/>	Hamilton, Scott	51478: ELA: Salt Q40	ct-d4c4-16	Not Scored	<a href="#">Score</a>
<input type="checkbox"/>	Henry, Murphy	32072: ELA: Salt Crystals Q4	ct-d4c4-16	Not Scored	<a href="#">Score</a>
<input type="checkbox"/>	Smith, Jane	32072: ELA: Salt Crystals Q4	ct-d4c4-16	Not Scored	<a href="#">Score</a>



# Student's Response

<< Back to Response List

<< Previous Response

Next Response >>

## Item 22775: ELA: Rebuilding a Bike Q2

Status : Not Scored

Test : Interim ELA Grade 5 Brief Writes IAB

Session : CT-D4C4-16

Student : Henry, Murphy

+ Rubric

Exemplar

Training Guides

+ Response

— Scoring

Scoring Criteria	Points	Score	Condition Code
Correct Answer	2	Select ▼	Not Applicable ▼

Submit Score

<< Back to Response List

<< Previous Response

Next Response >>





# Scoring the Response

and/or explains who the characters are.

Jason had an old bike with a lot of rust on it. He didn't know how to fix it so he asked his dad to help him fix the rusty thing.

## Scoring

Scoring Criteria	Points	Score	Condition Code
Correct Answer	2	<div>1</div> <div>Select</div> <div>2</div> <div>1</div> <div>2</div>	<div>Not Applicable</div>

[<< Back to Response List](#)

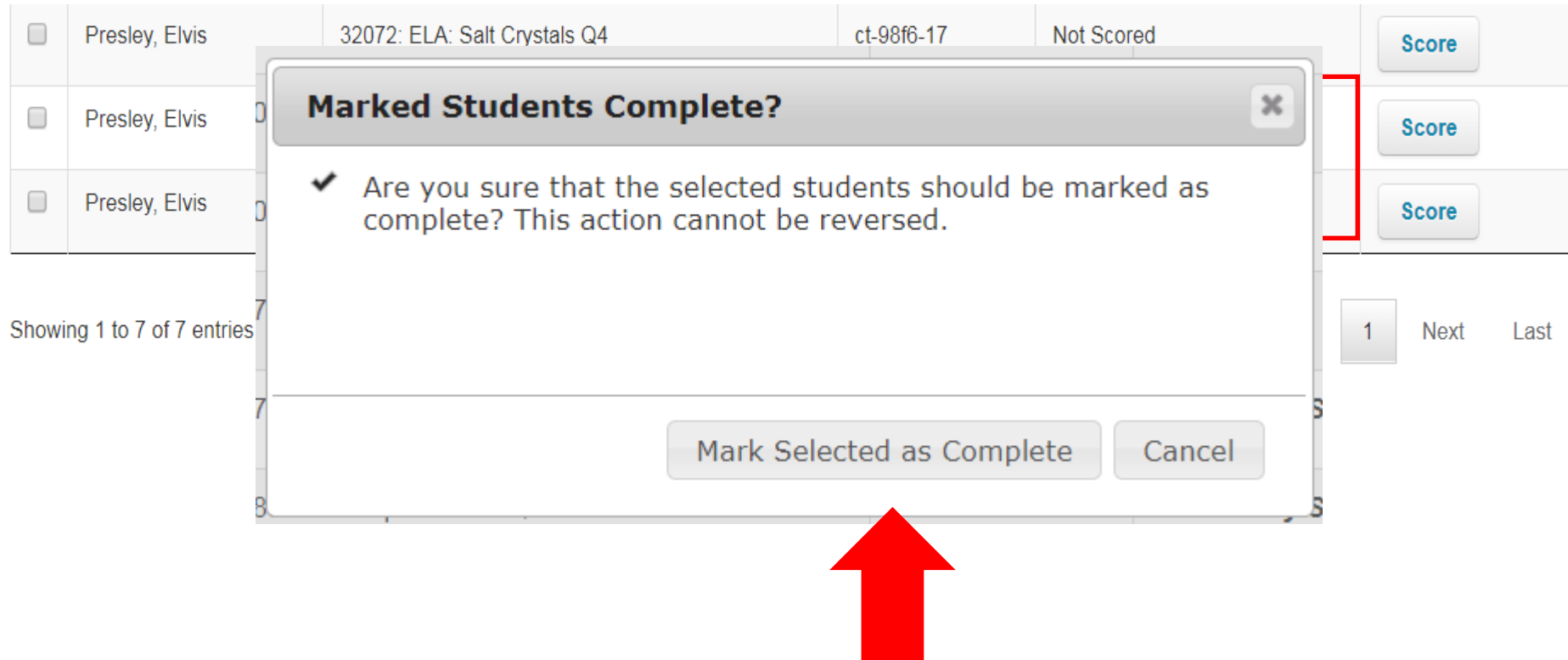
**Submit Score**

[<< Previous Response](#)

[Next Response >>](#)



# Completing Item Responses



The screenshot displays a web application interface for managing student responses. A table on the left lists students, with the first three rows showing 'Presley, Elvis' and a score of '0'. The table has columns for selection, student name, item ID, and score. A modal dialog box titled 'Marked Students Complete?' is centered on the screen, asking for confirmation to mark the selected students as complete, noting that the action is irreversible. The dialog has a close button (X) and two buttons at the bottom: 'Mark Selected as Complete' and 'Cancel'. A large red arrow points to the 'Mark Selected as Complete' button. To the right of the table, there are three 'Score' buttons, each corresponding to a row in the table. A red bracket highlights these buttons. Below the table, there are navigation controls including a page number '1', 'Next', and 'Last' buttons. The text 'Showing 1 to 7 of 7 entries' is visible below the table.

	Presley, Elvis	32072: ELA: Salt Crystals Q4	ct-98f6-17	Not Scored
<input type="checkbox"/>	Presley, Elvis	0		
<input type="checkbox"/>	Presley, Elvis	0		
<input type="checkbox"/>	Presley, Elvis	0		

Showing 1 to 7 of 7 entries

**Marked Students Complete?** X

✓ Are you sure that the selected students should be marked as complete? This action cannot be reversed.

Mark Selected as Complete Cancel

1 Next Last



# Machine-Scored ELA Performance Task Full-Write

Figure 9. Machine-Scored Responses

Scoring Criteria	Points	Score	Condition Code
Organization/Purpose	4	3 (Machine Score) ▼	Not Applicable ▼
Evidence/Elaboration	4	1 (Machine Score) ▼	Not Applicable ▼
Conventions	2	2 (Machine Score) ▼	Not Applicable ▼

# Reassigning Responses

<input type="checkbox"/>	ASHLEY HOGSTAD	Marshmallow Experiment	TEST-5777-1	Not Scored	<a href="#">Score</a>
<input type="checkbox"/>	ZOEY UNRUH	Marshmallow Experiment			
<input type="checkbox"/>	ALEXCIS HACKNER	Marshmallow Experiment			

Showing 1 to 25 of 111 entries

[Reassign All Selected](#)

### Reassign Selected Responses

Reassign Selected Responses To

Select a Scorer

[Reassign](#) [Cancel](#)





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# ELA Interim Assessments



# English Language Arts

## Interim Assessment Blocks

Read Literary Texts



Read Informational Texts



Edit/Revise

Brief Writes



Listen/Interpret

Research

Narrative Performance Task



Informational Performance Task



Explanatory Performance Task

Opinion Performance Task



Argument Performance Task



# Smarter Balanced ELA Content Specifications



Content Specifications  
for the Summative Assessment of the  
*Common Core State Standards for English Language Arts and Literacy  
in History/Social Studies, Science, and Technical Subjects*

[https://portal.smarterbalanced.org/library/en/app  
endix-b-grade-level-tables.pdf](https://portal.smarterbalanced.org/library/en/appendix-b-grade-level-tables.pdf)





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# A Scoring Note...





# Using THSS Materials

- Read the Training Guide
- Closely examine each Exemplar and the corresponding annotation
- Take notes on each paper delineating differences in score points
- Pay attention to line papers
- Complete the Check Set as a practice or calibration



# Using Rubrics – Practice

Remember:

Read the stimulus and item stem first

Read the rubric

Read the papers and provide a score for each

Keep notes to justify your score





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# How are the Interim Assessment Block Scores Reported?

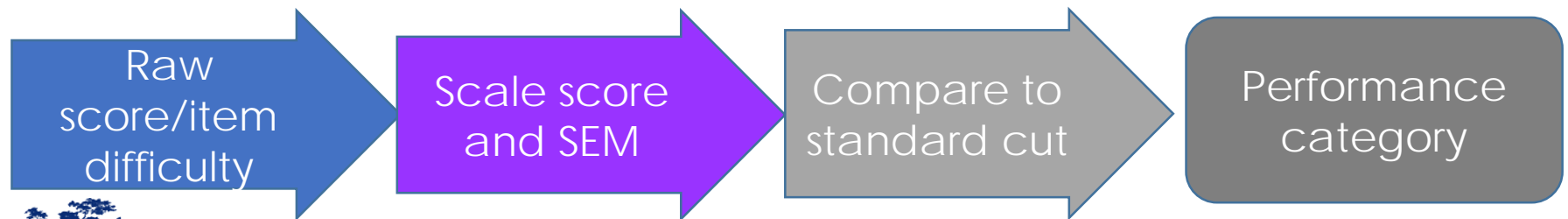


CONNECTICUT STATE DEPARTMENT OF EDUCATION



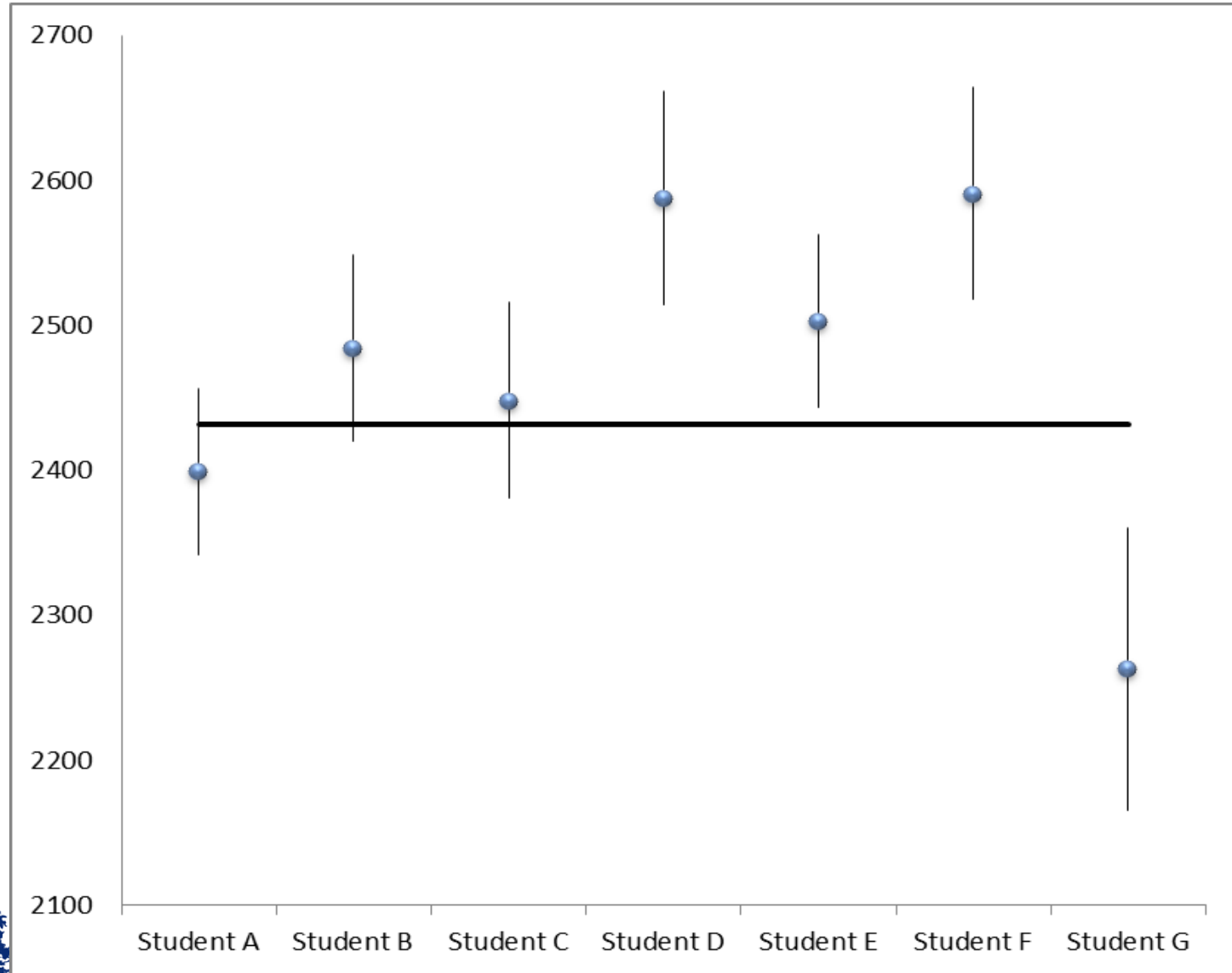
# Interim Assessment Block (IAB) Scores

- The IABs are reported in AIR Ways using a performance category
  - Above
  - At/Near
  - Below
- This is very similar to the claim achievement category on the Summative.
- The IAB performance categories are determined the same way as the summative claim score categories





# ELA Grade 3 Claim Performance





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# Connecting Interim Results to the Classroom



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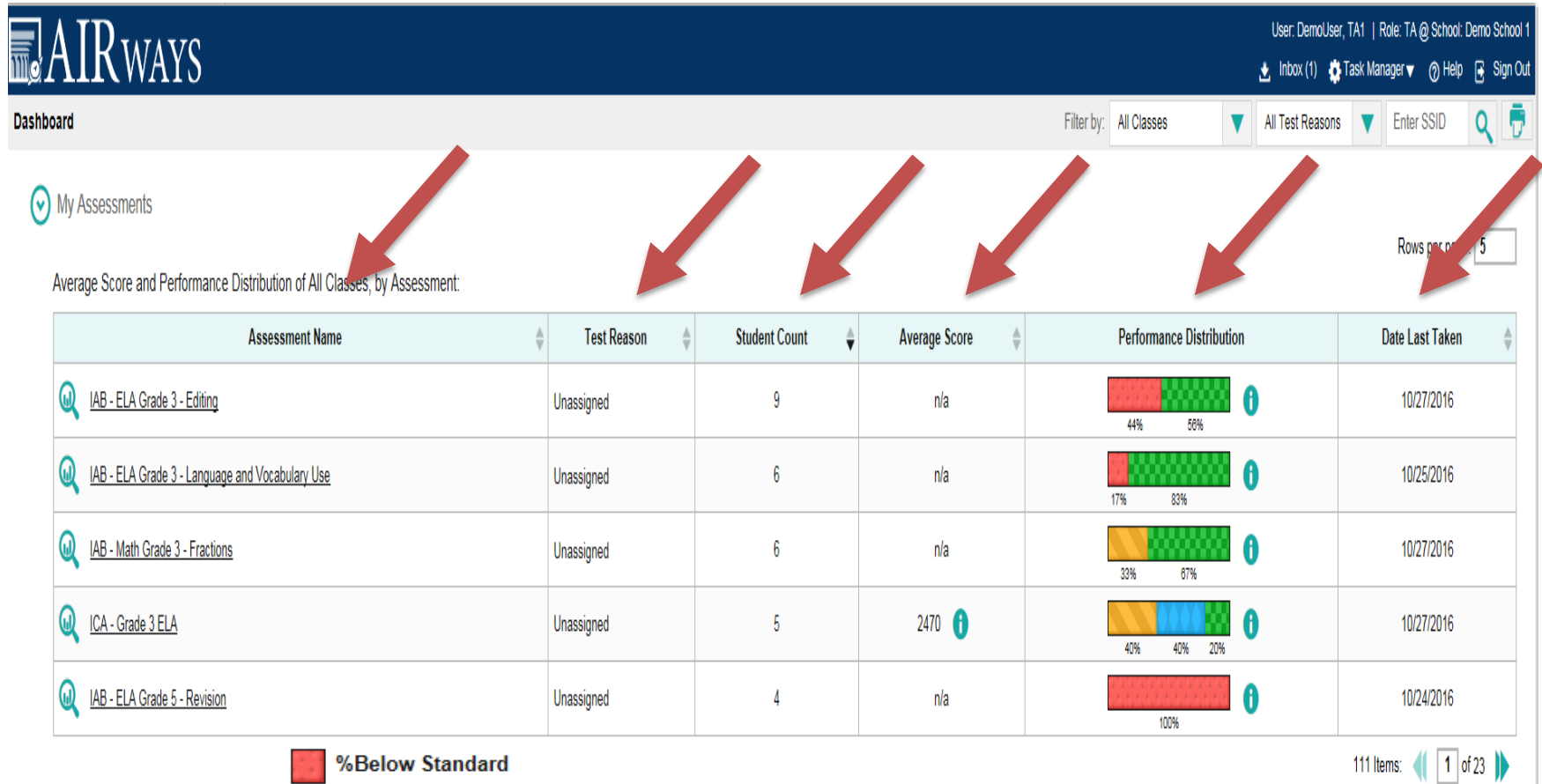
# Data Analysis and Next Steps

View the summary reports in the **Online Reporting System**.

Access the **AIR Ways Reporting System** for more detailed item-level and student-level data.



# AIR Ways Dashboard



- %Below Standard**  
The student has not met the achievement standard
- %At/Near Standard**  
The student has nearly met the achievement standard
- %Above Standard**  
The student has met the achievement standard







# My Students' Performance on Assessments

Average Score, Performance Distribution and Average Points Earned on IAB - ELA Grade 7 - Read Literary Text

Student	Student ID	Total	Total	5 Items on which Students Performed the Best	5 Items on which Students Performed the Worst	Total Items				
			Performance				1	2	3	4
Max Points			Above Standard				1	1	1	1
Everyone			<div><div></div><div></div></div> 69% 31%				0.44	0.63	0.81	1
[redacted]	8146349643		Above Standard				1	1	1	1
[redacted]	6015290087		At/Near Standard				0	1	1	1
[redacted]	2943466167		Above Standard				1	1	1	1
[redacted]	7274565530		Above Standard				1	1	1	1
[redacted]	1387261958		At/Near Standard				0	1	1	1

- ① Score and performance information for the roster as a whole
- ② Item Number
- ③ Individual Student Results
- ④ Student points earned





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# Integrating the Supporting Systems



# Data Analysis and Next Steps

Were there items on which students **struggled**?

Were there items on which students performed **well**?

Were there **trends in answers** based on the particular type of item?

What did you notice about students' responses while hand scoring?





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# Connecting Interim Data to the Digital Library



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# Connecting Interim Data to the DL

**Connections Playlists** are built **based on student performance** on specific IABs.

Digital Library resources are selected and organized based on the specific **performance categories** for an IAB.

Multiple ELA and math available at each grade.

- 24 ELA
- 19 Math



# Sample Digital Library Play List

## Grade 4 Brief Write

### GRADE 4 Brief Writes



*Student Learning Objective: Apply a variety of strategies, techniques, and text structures when writing one or more paragraphs of text appropriate to purpose and audience that connects smoothly and logically to a given text.*

#### ABOVE STANDARD

*Students are working to solidify the following skills:*

*Educator-recommended next steps and Digital Library resources*

**ORGANIZING** narrative and informational/opinion texts by writing

- beginnings/introductions that effectively introduce narrative elements (e.g., character, setting, conflict, ideas) or effectively establish focused main ideas/opinions in a given informational/opinion text;
- endings/conclusions that provide resolution and reflection for narratives, or reflect the content and implications or significance of a given informational/opinion text;
- transitional strategies that provide cohesion and enhance quality and clarity in more complex texts.

Instructional next steps for **ORGANIZATION** include using increasingly more complex exemplar/mentor texts to help students **COMPOSE** texts after analyzing and evaluating

- how authors begin narratives or introduce informational/opinion text, including when/how main ideas/opinions are introduced;
- how authors finish narratives by providing closure/resolution/reflection, or conclude informational/opinion text by extending beyond the essay/assignment (e.g., significance, next steps) and following logically from the stated main ideas/opinions and supporting them with details/evidence;
- how authors use transitional strategies to connect narrative elements/ideas (e.g., clarifying more open-ended sequences of events or experiences), or advance complex main ideas/opinions, enhancing cohesion by clarifying relationships.

**ELABORATING** narrative and informational/opinion texts by writing

- details (including sensory language and dialogue) that enhance or clarify story elements (e.g., character development, turning point, conflict, etc.) in increasingly more complex narratives;
- supporting details/evidence that strengthen main ideas/opinions in increasingly more complex texts.

Instructional next steps for **ELABORATION** include using increasingly more complex exemplar/mentor texts to help students **COMPOSE** texts after analyzing and evaluating

- how and why authors use descriptive/sensory details and dialogue to enhance narrative quality;
- how authors build effective support for increasingly more complex main ideas/opinions by selecting and developing relevant evidence. Digital Library example: [Opinion Writing: From Persuasive Speeches to Petitions](#)

Digital Library professional development resource for organization and/or elaboration:

- [Setting Goals to Improve Narrative Writing](#)
- [Using Peer Conferencing to Improve Student Writing](#)

#### AT/NEAR STANDARD

*Students are working to solidify the following skills:*

*Educator-recommended next steps and Digital Library resources*

**ORGANIZING** narrative and informational/opinion texts by writing

- beginnings/introductions that introduce narrative elements (e.g., character, setting, conflict, ideas) or straightforward main ideas/opinions;
- endings/conclusions that provide some resolution and/or reflection for narratives, or reflect the content and provide some implications or significance of a given informational/opinion text;
- transitional strategies that provide some cohesion in texts.

Instructional next steps for **ORGANIZATION** include using more complex exemplar/mentor texts to help students **COMPOSE** texts after analyzing and evaluating

- how authors begin narratives, or introduce informational/opinion text, including when/how main ideas/opinions are introduced;
- how authors finish narratives by providing closure/resolution/reflection, or conclude informational/opinion text by extending beyond the essay/assignment (e.g., significance, next steps) and following logically from the stated main ideas/opinions and supporting them with details/evidence;
- how authors use transitional strategies to connect narrative elements/ideas, or advance main ideas/opinions, enhancing cohesion and clarity.

**ELABORATING** narrative and informational/opinion texts by writing

- details (including sensory language and dialogue) that clarify basic story elements (e.g., character development, turning point, conflict, etc.) in narratives;
- supporting details/evidence that strengthen main ideas/opinions in texts.

Instructional next steps for **ELABORATION** include using more complex exemplar/mentor texts to help students **REVISE** after analyzing and evaluating

- how authors incorporate descriptive/sensory details and dialogue in narrative texts;
- how authors choose and develop sufficient appropriate details/evidence to support more complex main ideas/opinions.

Digital Library professional development resources for organization and/or elaboration:

- [Narrative Writing: Revising Dialogue](#)
- [Revisions to Realistic Fiction Dialogue During Writer's Workshop](#)





# Instructional Playlists

**Instructional Playlists** are instructional resources that center around content found in the IABs.

- Intended to supplement core curriculum
- Supply learning goals and success criteria
- Include **lessons** and **resources** to reinforce specific skills
- Available for both math and ELA
  - 14 total
  - 2 per grade





# Instructional Playlists

## **Grade 3**

Read Literary Text

Operations in Algebraic Thinking

## **Grade 4**

Read Literary Text

Operations in Base 10

## **Grade 5**

Read Literary Text

Numbers in Base Ten

## **Grade 6**

Read Informational Texts

Ratio and Proportional Relationships

## **Grade 7**

Read Informational Text

The Number System

## **Grade 8**

Read Informational Texts

Expressions and Equations

## **High School**

Research

Algebra and Functions







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# Practical Application



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# Bringing it to Life

- Incorporate a Think-Aloud activity to model the measured math or ELA skill.
- Extend an open-ended item or Performance Task to teach, model, or measure additional skills or strategies.
- Use an open-ended item or Performance Task as a starting place for additional practice or incorporation of critical skills.





# Suggestions for Mini-Lessons

- Paraphrasing, inferencing, vocabulary in context, and inferring main idea/controlling idea/opinion/claim
- Identifying arguments and evidence in texts
- Using implicit and explicit details and specific textual evidence to support inferences and conclusions
- Using text evidence for elaboration
- Summarizing key details and central ideas





# Suggestions for Mini-Lessons

- Organizing ideas using note-taking strategies such as graphic organizers
- Writing for different purposes and audiences
- Developing introductions and conclusions
- Citing information
- Providing supporting evidence/details/elaboration consistent with focus/main idea/controlling idea/thesis/claim





# Suggestions for Mini-Lessons

- Using appropriate and varied transitional strategies
- Using language effectively (including word choice, sentence variety, precise/nuanced language, domain specific language, and voice)
- Editing for grammar usage, punctuation, spelling, capitalization, sentence structure
- Analyzing within and across texts





# Contacts

**Dr. Cristi Alberino, ELA**  
Education Consultant  
Performance Office  
[Cristi.Alberino@ct.gov](mailto:Cristi.Alberino@ct.gov)  
860-713-6862

**Deirdre Ducharme, ELA**  
Education Consultant,  
Performance Office  
[Deirdre.Ducharme@ct.gov](mailto:Deirdre.Ducharme@ct.gov)  
860-713-6859





**Thank you!**