

2017-18 Grade 2 Assessment

Grade 2 Assessment 2017-18 Brochure

Fall 2017

Assessment Overview

The Tennessee Department of Education is proud to announce the launch of the new optional Grade 2 Assessment. We believe this assessment will provide invaluable data to both second and third grade teachers, ensuring that our youngest students are strengthening foundational literacy and math skills early in their academic careers. This assessment will also help schools and districts measure their progress toward the state's goal of having 75 percent of third graders reading on grade level by 2025.

The optional Grade 2 Assessment is designed to replace the SAT-10; however, it will differ in that it is *criterion referenced* as opposed to norm referenced. Thus, it will only assess Tennessee Academic Standards, which will provide teachers, leaders, parents, and community members information on how our students are performing at the end of their second grade year on Tennessee specific standards. Because it assesses the full breadth of the standards, the data will be highly beneficial in determining how students are progressing toward mastering the grade-specific learning goals.

“Most importantly, the second grade assessment measures the standards in a way that reflects classroom instruction.”

Commissioner McQueen

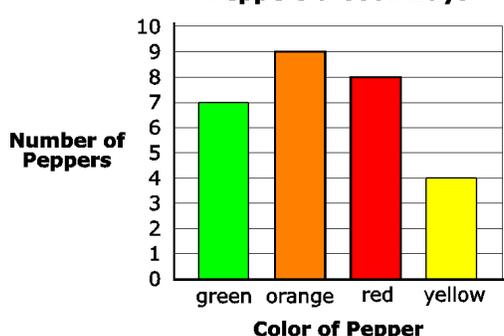


About the Grade 2 Assessment

- Assessment Overview
- Mathematics
- ELA
- Test Structure and Design
- Alternate Assessment
- Feedback from the Field
- Frequently Asked Questions

Grade 2 Assessment: Mathematics

The mathematics test will focus approximately 70 percent of the assessment items on major work of the grade and approximately 30 percent of the items on supporting and additional work. Student mastery of math fluency, ability to problem solve, and understanding of the grade-level standards will be assessed. Further, students will be assessed on their ability to connect topics across the grade-level domains.

Samples of Math Item Types											
<p>Which sums and differences are equal to 14? Choose the three correct answers.</p> <p><input checked="" type="radio"/> A. $6 + 8$</p> <p>B. $7 + 6$</p> <p>C. $11 + 4$</p> <p><input checked="" type="radio"/> D. $18 - 4$</p> <p><input checked="" type="radio"/> E. $20 - 6$</p>	<p>Which number sentence is true?</p> <p>A. $425 > 463$</p> <p>B. $425 > 470$</p> <p><input checked="" type="radio"/> C. $425 > 419$</p> <p>D. $425 > 425$</p>										
<p>The bar graph shows the number of peppers a cook buys.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Peppers a Cook Buys</p>  <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <caption>Peppers a Cook Buys</caption> <thead> <tr> <th>Color of Pepper</th> <th>Number of Peppers</th> </tr> </thead> <tbody> <tr> <td>green</td> <td>7</td> </tr> <tr> <td>orange</td> <td>9</td> </tr> <tr> <td>red</td> <td>8</td> </tr> <tr> <td>yellow</td> <td>4</td> </tr> </tbody> </table> </div> <div style="text-align: left;"> <p>Scoring</p> <p>A. (1 point) 28 (peppers)</p> <p>B. (1 point) 2 (orange peppers)</p> </div> </div> <p>A. How many peppers does the cook buy all together?</p> <p>B. The cook uses 7 orange peppers. How many orange peppers are left?</p>		Color of Pepper	Number of Peppers	green	7	orange	9	red	8	yellow	4
Color of Pepper	Number of Peppers										
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Mathematics Test Structure

The test structure for mathematics reflects both the number of operational assessment items and the number of field-test assessment items.

Subpart 1 (No Calculator)	Subpart 2 (No Calculator)
40 minutes <ul style="list-style-type: none"> 30 items (including 1 integrated item*) 	42 minutes <ul style="list-style-type: none"> 23 items (including 1 integrated items*)

Note: The Grade 2 mathematics assessment will include *only* calculator-prohibited subparts.

English Language Arts (ELA)

The format of the ELA test is designed to assess in an integrated manner. All items (except for fluency) are connected to passages (both literary and informational). Students' foundational literacy skills will also be assessed using words taken directly from the given passages. The integrated format will assess students based upon questions derived from both literature passages and informational text in order to determine their mastery of the standards in the following areas:

Comprehension: Students' comprehension will be assessed through multiple-choice items based upon both literature passages and informational text.

Foundational Literacy Skills: Students' phonics and word recognition skills will be assessed using words taken directly from the given passages.

Language (Conventions/Grammar/Spelling): Students' command of the conventions of standard English and vocabulary acquisition will be assessed through words, phrases, and sentences found within the given passages.

Writing: Students will be asked to write 3–4 sentences per prompt (aligned to standard W8) based upon information from the passage/text.

Listening: Students will be assessed on their listening comprehension skills through a series of pictures, sentences, and short passages.

Foundational Literacy Fluency: Students' reading fluency and comprehension will be assessed through the use of *yes* or *no* responses to independently read sentences containing second-grade vocabulary.



Beyond Oral Reading Fluency

As Price, Meisinger, Louwerse, and D'Mello explain in their article "Silent Reading Fluency Using Underlining: Evidence for an Alternative Method of Assessment" (2012), traditionally there has been an overemphasis on oral reading fluency in the classroom. Oral reading fluency is typically assessed in situations where students "read aloud from a passage while their reading errors (i.e., miscues) and reading rate are recorded" (Price et al., 2012, p. 2). This type of assessment method does not connect decoding skills to a measure of comprehension; it requires substantial one-on-one time per student; and it does not address the "need to pay closer consideration to oral reading's often ignored counterpart, silent reading" (Price et al., 2012, p. 2).

Samples of ELA Item Types

Stem: Which words from the passage **best** describe the main topic?

- A. stars and planets
- B. rocks in space
- C. dust, ice and rock
- D. funny-shaped rocks

Which **two** words from the passage have the **same** vowel sound as the word **space**? Choose **two** correct answers.

- A. main
- B. small
- C. they
- D. heat
- E. that

Note: An item sampler has been created and can be found in EdTools

Research Foundation for ELA Fluency Item

In the research and policy brief, *Setting the Foundation: A Report on Elementary Grades Reading in Tennessee*, the Tennessee Department of Education outlined a plan to reach the state’s Read to be Ready goal of having 75 percent of its third-grade students proficient in reading by 2025. Part of the plan is to “support deeper literacy instruction to ensure that students learn decoding within the context of broader comprehension.”

This instructional shift encourages methods that will help students connect skill-based competencies (e.g., fluency) to knowledge-based competencies (e.g., comprehension). As part of this effort, the Grade 2 Assessment includes a measure of fluency that connects students’ basic decoding skills with their comprehension at the sentence level.

Fluency Item Alignment and Design

The operational Grade 2 Assessment will include one item aligned to Tennessee standard 2.RF.4.a: *(RF) Reading Foundational Skills. Fluency. (4) Read with sufficient accuracy and fluency to support comprehension. (a) Read grade-level text with purpose and understanding.*

For the fluency item, the teacher (or proctor) will read aloud a simple set of directions to the class: *Here are 20 sentences. Read each sentence and ask yourself: Is this sentence true? Mark YES or NO to answer the question for each sentence. Do not start until I say “Go.” Do as many as you can before I say “Stop.”*

Students will have a set of twenty sentences in their test booklets, varying in length from four to eight words (four each with four, five, six, seven, and eight words per sentence). Each sentence includes words that are at or below the second grade reading level. Each sentence is structured to present a statement that is easily recognizable as true or not true, as determined by grade-level content experts and verified through a rigorous content and bias review process. Students will have a set amount of time to read the sentences and mark YES or NO as directed. The number of sentences that students answer correctly will be translated into a 0–5 score. The use of the 0–5 scale ensures that the fluency score has the appropriate weight in the calculation of a student’s overall English language arts (ELA) score. Read more information about the research behind these fluency items [here](#).

- A fish can swim.
- A hen is a plant.
- It is dark at night.
- A rock is very soft.

ELA Test Structure

The test structure for English language arts reflects both the number of operational assessment items and the number of field test assessment items.

Literature		Informational	
Subpart 1	Subpart 2	Subpart 3	Subpart 4
40 minutes	40 minutes	42 minutes	40 minutes
2 Passages <ul style="list-style-type: none"> • 7-12 items per passage (includes Foundational Skills and Language) • 1 Writing Prompt 	2 Passages <ul style="list-style-type: none"> • 7-12 items per passage (includes Foundational Skills and Language) 3-5 Listening Sentences <ul style="list-style-type: none"> • 1 Item per sentence 3-4 Listening Passages <ul style="list-style-type: none"> • 2-3 Items per passage 	2 Passage <ul style="list-style-type: none"> • 7-12 items per passage (includes Foundational Skills and Language) 1 Writing Prompt 2 Foundational Skills Fluency Items *	2 Passages <ul style="list-style-type: none"> • 7-12 items per passage (includes Foundational Skills and Language) 3-5 Listening Sentences <ul style="list-style-type: none"> • 1 Item per sentence 3-4 Listening Passages 2-3 Items per passage

Note: Word counts will range from 100-500 words for reading passages and from 50-100 for listening passages.



Early Foundations and Literacy

Patterns of student performance in elementary school demonstrate clear areas for improvement and underscore the need to prioritize early intervention to ensure all 600,000 students enrolled in grades K–5 are on a path to success.

Over the past several years, we have seen steady gains in math performance in grades 3–5; however, English language arts performance has remained stagnant or declined.

Of the almost 6,000 Tennessee students rated below basic in third grade English language arts, less than three percent reach proficiency by fifth grade. Those students who are not reading proficiently by third grade are four times less likely than their peers to graduate from high school by age 19. For many students, early intervention is a key element of later success.

Districts should consider proactive steps to address challenges regarding Early Foundations and Literacy:

- Incorporate TDOE’s Early Learning Model into the district’s vision for early literacy success.
- Attend TDOE training on the Early Learning Model
- Use department resources to show alignment and explain the “why” behind the early foundations and literacy work
- Work with pre-K and kindergarten educators in implementing new portfolio models aligned with standards for teacher evaluation
- Consider adopting the Grade 2 Assessment and the Kindergarten Entry Inventory (KEI).

Please read the [Setting the Foundation: A Report on Elementary Grades Reading in Tennessee](#) for additional information.

The department’s strategic plan outlines ways to build skills in early grades to contribute to future success.

Feedback from the Field

- 96% of educators agreed or strongly agreed that the items on the ELA field test align with the TN academic standards.
- 92% of educators agreed or strongly agreed that the items on the mathematics field test align with the TN academic standards.
- Educators “felt the test length and rigor was a good fit for second graders.” And “thought the amount and quality of questions was very appropriate for second grade.”

“We feel the assessment will give much needed feedback to teachers and administrators concerning the progress of our second grade students. Additionally, it will allow us to better meet the needs of those students as we plan for their instruction.”

***Steve Starnes
Hawkins County
Director of Schools***



Grade 2 Alternate Assessment

Participation

If a district chooses to participate in the grade 2 assessment for math and ELA, they must also administer the grade 2 alternate assessment for math and ELA. Participation in the alternate assessment is determined by the IEP team if a significant cognitive disability is pervasive, affecting student learning across content areas and in social and community settings. Not all students with autism or intellectual disabilities have a significant cognitive disability nor does classroom placement determine assessment participation. The decision to assess a child on an alternate assessment is a life-changing decision for an individual.



Assessment Design

The new Grade 2 Alternate Assessment replaces the TCAP-Alt portfolio assessment and was designed in a similar process as MSAA. The process, throughout which Tennessee educators have been very involved and their input critical to ensure quality, rigor, and accessibility consisted of developing alternate assessment targets (AATs) and the underlying concepts (UCs) from the grade level standards. This assessment is designed so that test administration should mimic daily instruction, with teacher interaction, and can be delivered over multiple days in multiple sessions as needed for the individual student.



Alternate Assessment - Testing Structure

Content Area	Administration Window* (Multiple untimed sessions)
English Language Arts	Multiple Untimed Sessions 37 items (34 operational items and 3 field test items) 1 item will be a constructed response
Mathematics	Multiple Untimed Sessions 37 items (34 operational items and 3 field test items)

Frequently Asked Questions

- On the second grade assessment, will the students answer in the test booklet and will the writing responses from the prompts be written on lined pages in the booklet? Also, will a sample of the lined paper for the writing responses be available for students to practice on before assessment in Spring?

Yes, students will be marking their answer choices and responding to the writing prompt in their test booklets. A sample of the lined paper can be found on EdTools and the TDOE assessment webpage.

- Since the books are consumable, can students mark in the books(i.e., highlight in the passage, underline key words, work a math problem, etc.)?

Yes, students will be able to mark in their booklets with only a pencil.

- On the ELA portion of the test, how is the 40 minutes broken up? Specifically, how much time will they have to write?

Both the ELA portion as well as the math portion include suggested time allotments in order to help teachers monitor the time students give to answering the items within each subtest. Students have been allotted 25 minutes to complete the writing portion.

- Is there a subpart of the Grade 2 Assessment that needs to be completed during the first week of testing (as in grades 3-11 TNReady ELA and TCAP EOC US History)?

No, the entirety of the Grade 2 Assessment can be administered any-time, as a district chooses, within the Spring testing window.

- Will portions of the test be read aloud to students and if so which parts?

On the ELA portion of the assessment, the listening sentences and passages as well as the item stems will be read aloud to students. Also, the reading/writing passage along with the writing prompt will be read aloud. Portions of the mathematics assessment will be read aloud to students.

- What resources exist to help teachers understand the types of items of the Grade 2 Assessment?

An item sampler has been created and can be found in EdTools.

Contact Us

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