



Public Schools of North Carolina

# Reading Comprehension: Everything Old is New Again

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# Test Development Staff

Tammy Howard ~ [thoward@dpi.state.nc.us](mailto:thoward@dpi.state.nc.us)

Test and Measurement Specialist,  
English/Language Arts

Melinda Taylor ~ [mtaylor@dpi.state.nc.us](mailto:mtaylor@dpi.state.nc.us)

Psychometrician, English/Language Arts



# Overview

- Old ~ EOG Reading Edition 2
- New ~ EOG Reading Edition 3
- Slight Modifications & what to expect
- Preparing for the EOG Reading assessment



# EOG Reading Comprehension Tests

- Spring 2008: initial administration of Edition 3
- Edition 3 is aligned to 2004 English Language Arts curriculum adopted by the State Board of Education
- The 2004 curriculum was a clarification of the 1999 curriculum



How is the test different?



# Categories

- In addition to curriculum goals/objectives, used to guide item development/test construction for Edition 2
  - Cognition
  - Interpretation
  - Connections
  - Critical Stance
- Categories eliminated for Edition 3



# Why eliminate categories?

- Test specifications must be aligned to the goals and objectives of the SBE adopted curriculum
  - Required by No Child Left Behind
  - If not, our assessments are not in compliance with federal law



# Embedded Experimental Sections

- One selection with experimental items embedded in each form
  - Grades 3-5: 8 items
  - Grades 6-8: 9 items
- Experimental sections are located in different positions across forms
  - Never first or last position



# Other Changes

- Drama eliminated
  - Intended to be acted, not read silently
  - Difficult to locate a variety of dramas
  - Difficult to generate items
- Minimal frames: introductory statements that precede the selection
  - Often provided too much information
- Paragraphs 1-4 not numbered
- Virtually un-timed



# Test Construction

- Goals/objectives in NCSCS
- Difficulty Level (easy, medium, hard)
- Thinking Skill Levels (Marzano, et. al)

Knowledge

Applying

Generating

Evaluating

Organizing

Analyzing

Integrating



# Selection Genres

- **Grades 3-5**
  - 8 reading selections
    - 4 literary selections
      - 2 fiction, 1 nonfiction, 1 poem
    - 3 informational selections
      - 2 content and 1 consumer
    - 1 embedded experimental selection
      - fiction, nonfiction, poetry, consumer, or content
  - 6 to 8 associated questions for each selection



# Selection Genres

- **Grades 6-8**
  - 9 reading selections
    - 5 literary selections
      - 2 fiction, 1 nonfiction, 2 poems)
    - 3 informational selections
      - 2 content and 1 consumer
    - 1 embedded experimental selection
      - fiction, nonfiction, poetry, consumer, or content
  - 6 to 9 associated questions for each selection



# Score Reporting Timeline

- Score reports will be delayed until early fall 2008
  - Test administered
  - Data analyzed
  - Set achievement standards (external committee)
  - Recommendations to the NCDPI leadership and then to the SBE
  - Final standards adopted by the SBE



# Standard Setting

- External Committee
  - Teachers
  - Curriculum experts
  - Administrators
  - Community members
- External facilitator (if possible)



# Standard Setting

- Bookmarking Method
  - Items ordered by difficulty
  - Committee marks the book according to the achievement levels (I, II, III, IV)
  - Process requires three rounds
    - After round 1 discussion
    - After round 2 and round 3, committee is shown impact data
      - The percent of students at each level if the cuts were applied to the population



# Meeting K-8 ELA Consultants

Phyllis Blue 6-8  
[pblue@dpi.state.nc.us](mailto:pblue@dpi.state.nc.us)

Patricia Chalmers 6-8  
[pchalmers@dpi.state.nc.us](mailto:pchalmers@dpi.state.nc.us)

Lisa Llewellyn 3-5  
[LLlewellyn@dpi.state.nc.us](mailto:LLlewellyn@dpi.state.nc.us)

Carolyn Southerland 3-5  
[csoutherland@dpi.state.nc.us](mailto:csoutherland@dpi.state.nc.us)



# Getting Students to Read Longer Text

- Breaking the Cycle
- Guide students toward reading independently
- Research truths concerning longer texts:
  - Important background information
  - More contextual clues
  - More opportunities to implement thinking strategies/techniques



# Instructional Activities

## “How to Guide”

### Pre-reading-

- recall topic knowledge
- relate to experience
- use context clues – predictions

### Guide-reading-

- understand beginning of text before continuing
- check for understanding of text (parts)

### Independent-reading-

- reflect on strategies used
- reflect on response to text
- reflect on personal response



# Questions and/or Comments

