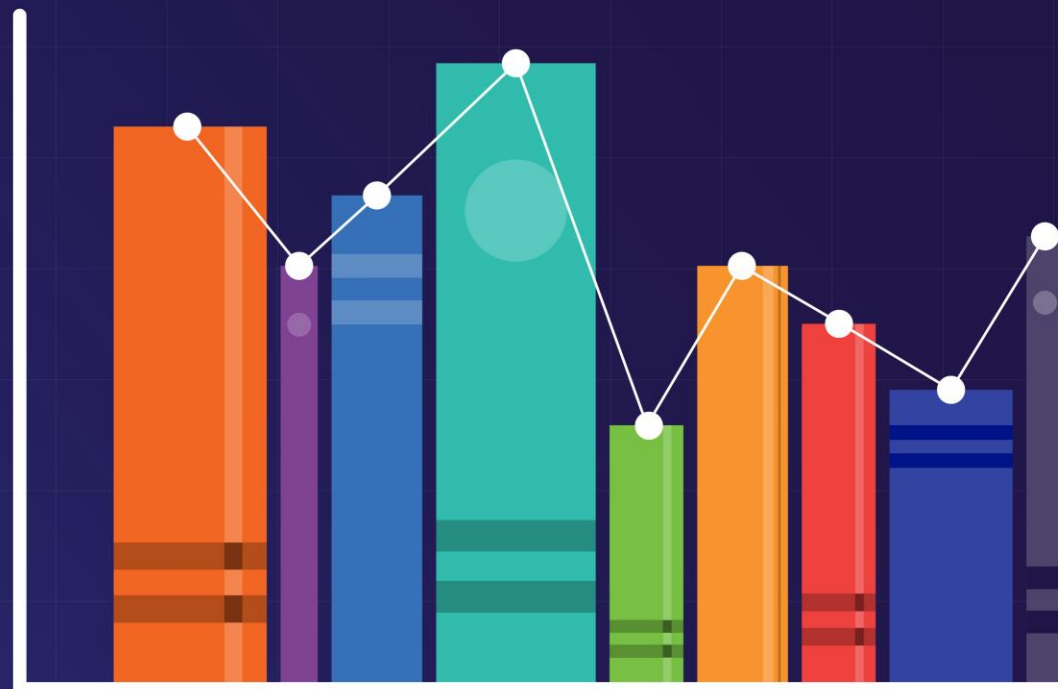




Advancing Literacy through Evidence and Impact

Becky Michael
English Language Arts (ELA)
Education Specialist





*** Gain a clear understanding of what Constructed Response (CR) items are and how they measure comprehension.**

*** Identify immediate steps schools and districts can take.**

What are Constructed Response Items?

- Short 1-2 sentence typed response to a question assessing a writing standard.
- Presently being field tested
- Grades 4, 7, and 8
- Question Item Types:
 - Multiple Choice, Multi-Select (Choice Multiple), Hot Text, Composite (Part A and B), Gap Match (Drag and Drop)
- **THEY HELP SUPPORT COMPREHENSION**

English Language Arts (ELA)

Building Success with ELA Evidence

- Reading AND Writing
- Active engagement with text
- Organization of Ideas and Structure
- Metacognitive Reflection
- Improved Vocabulary, Fluency, and Syntax Skills
- Improves Memory and Background Knowledge Construction

Writing- Centered Instruction

- Embed writing instruction in other content areas.
 - Sentences, Note-Taking, Paragraphs, Revisions, Summaries, Compositions, 3-paragraph Essay, 5-paragraph Essay, Argumentation
 - Take notes on texts.
 - Ask questions about texts.
- Write summaries of texts.
- Create and/or answer written questions about texts.
- [Talk-Read-Talk-Write](#)

Hochman, J. C., & Wexler, N. (2017). *The writing revolution: A guide to advancing thinking through writing in all subjects and grades*. Jossey-Bass.

Motley, N. (2016). *Talk, Read, Talk, Write*. Seidlitz Education.

NARRATIVE WRITING

7	<p>LA.7.W.3 Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none">Engage and orient the reader by establishing a context and introducing a narrator and/or character(s), establishing and maintaining a point of view; organize an event sequence that unfolds naturally and logically.Use literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and conflicts.Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.
6	<p>LA.6.W.3 Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none">Engage and orient the reader by establishing a context and introducing a narrator and/or character(s) and point of view; organize an event sequence that unfolds naturally and logically.Use literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and conflicts.Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.
5	<p>LA.5.W.3 Write creative and/or expressive pieces that describe a well-developed event or experience.</p> <ol style="list-style-type: none">Establish a situation and introduce a narrator and/or characters.Use precise words and phrases, descriptive/sensory details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events.Use a variety of transitional words and phrases to organize a sequence of events that unfolds naturally.Provide a conclusion related to the creative or expressive event or experience.
4	<p>LA.4.W.3 Write creative and/or expressive pieces that describe a well-developed event or experience.</p> <ol style="list-style-type: none">Establish a situation and introduce a narrator and/or character(s).Use precise words and phrases, descriptive/sensory details, and dialogue to develop characters, events, and settings.Use transitional words and phrases to organize a sequence of events that unfolds naturally.Provide a conclusion related to the creative or expressive event or experience.

K-5 OPINION WRITING/ PERSUASIVE WRITING

8	<p>LA.8.W.4 Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate. Introduce claim(s), acknowledge, and distinguish the claim(s) from alternate or supporting claims, and develop a structure in which ideas are grouped logically. Explain and cite relevant evidence from multiple credible sources. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between the claim(s) and supporting evidence. Adapt style and tone appropriate to the norms and conventions of the task and discipline. Provide a conclusion that follows from and supports the argument(s) presented.
7	<p>LA.7.W.4 Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate. Explain and cite relevant evidence from multiple credible sources. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between claim(s) and supporting evidence. Provide a concluding statement or section that follows from and supports the argument(s) presented.
6	<p>LA.6.W.4 Write arguments that explain a perspective with supporting reasons and evidence.</p> <ol style="list-style-type: none"> Introduce a claim clearly and develop a structure in which the ideas are grouped logically. Use relevant evidence from two or more credible sources. Use words, phrases, and key vocabulary to clarify the relationship between claim(s) and supporting evidence. Provide a concluding statement or section that follows from the argument presented.
5	<p>LA.5.W.4 Write opinion pieces that explain a perspective with supporting reasons and evidence.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion or perspective, and develop a structure in which ideas are grouped logically. Use facts and details to support reasons and/or evidence. Use words, phrases, and key vocabulary to connect ideas. Provide a concluding statement or section related to the perspective.
4	<p>LA.4.W.4 Write opinion pieces that explain a perspective with supporting reasons and/or evidence.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and develop a structure that includes reasons and/or evidence. Use facts and details to support reasons and/or evidence. Use linking words and phrases to connect ideas. Provide a concluding statement or section related to the opinion.

Informative or Explanatory

6	<p>LA.6.W.5 Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.</p> <ol style="list-style-type: none">Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic.Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.Provide a concluding statement or section that follows from the information or explanation(s).
5	<p>LA.5.W.5 Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.</p> <ol style="list-style-type: none">Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.Use linking words and phrases and key vocabulary to connect ideas and categories of information.Provide a concluding statement or section related to the information or explanation(s).
4	<p>LA.4.W.5 Write informative/explanatory pieces to examine a topic or text and convey ideas and information.</p> <ol style="list-style-type: none">Introduce a topic clearly and group related information into paragraphs and sections including text features, illustrations, and/or multimedia elements.Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.Use linking words and phrases and key vocabulary to connect ideas and categories of information.Provide a concluding statement or section related to the information or explanation(s).
3	<p>LA.3.W.5 Write informative/explanatory pieces to examine a topic or text and convey ideas and information.</p> <ol style="list-style-type: none">Introduce a topic and group related information together, including illustrations when useful to provide clarity.Develop the topic with information (e.g., facts, definitions, details) clearly related to the topic.Use linking words and phrases and key vocabulary to connect ideas and categories of information.Provide a concluding statement or section related to the topic.



Schools	1002
School Districts	245
State Board Districts	8
Educational Service Units	18
Legislative District(s)	49



NSCAS English Language Arts i

59%

[View Data](#)



NSCAS Mathematics i

58%

[View Data](#)



NSCAS Science i

80%

[View Data](#)



ACT (11th Grade) i

ELA **43%** Math **41%** Science **48%**

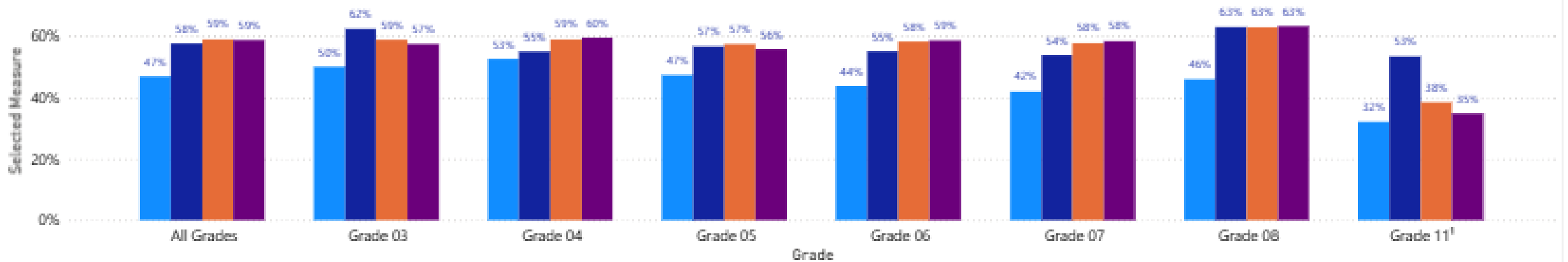
[View Data](#)



Nebraska Literacy – NE Summatives

Percent Proficient by Grade Chart

Year ● 2021-2022 ● 2022-2023 ● 2023-2024 ● 2024-2025



For NSCAS and ACT purposes, the English Learners student group includes students who are reported as "English Learner, Receiving Services" or "English Learner, Parent Opted Out of Services." Students who were redesignated within the last four years as "Reclassified as English Fluent" are also included in this student group.

Grade 11¹ Students who are in their 3rd-Year cohort at the high school level will participate in the NSCAS Alternate or the ACT assessments. Results above include students who participated in the NSCAS General and NSCAS Alternate Assessments. ACT results are in a separate section of this site.

New assessments aligned to the NCC Ready Standards were first administered in 2016-17 for ELA, 2017-18 for Mathematics, and 2021-2022 for Science.

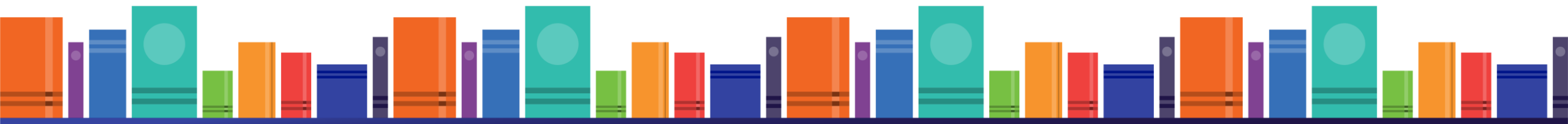
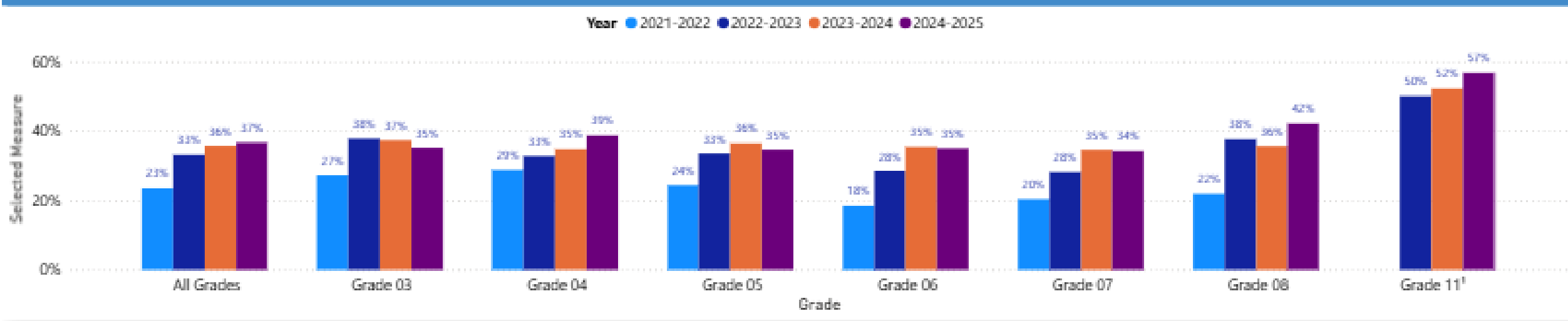
NSCAS data for 2020-2021 can be found here: [COVID-19 Special Report](#)

* This website masks or hides data for groups with fewer than 10 students to protect confidential information about individual students as required by federal law.



Black Literacy

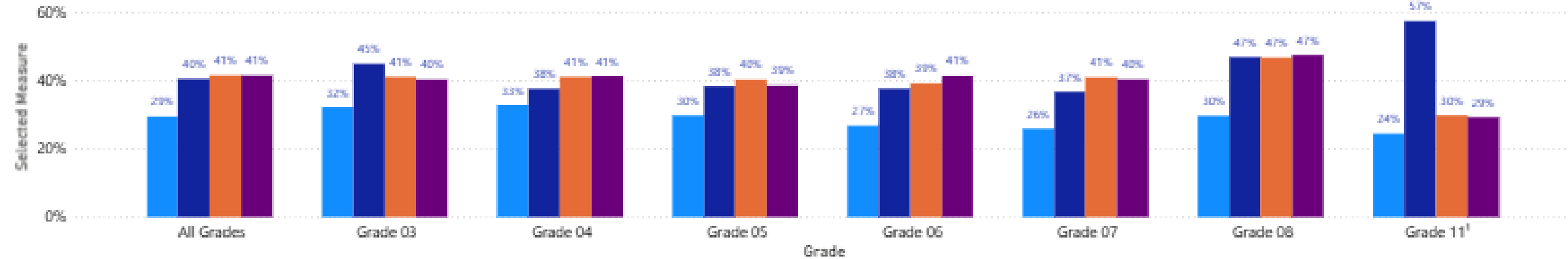
Percent Proficient by Grade Chart



Hispanic or Latino Literacy

Percent Proficient by Grade Chart

Year ● 2021-2022 ● 2022-2023 ● 2023-2024 ● 2024-2025



Immediate Steps Districts Can Take!



Immediate Next Steps for Districts

- Embed writing into strong ELA instruction
- Ensure students are knowledgeable about the following:
 - Understanding the prompt
 - Model the response
 - Scaffold practice
 - Focus on evidence or quotes
 - Peer revision
- (Grammar, Usage, Mechanics Note)



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- Embed writing into strong ELA instruction
- Ensure students are knowledgeable about the following:
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 - Model the response
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Examples

Achievement Level Descriptor

LA.4.W.3.d.Adv: Provide a reflective and well-developed conclusion related to the creative or expressive event or experience.

Item

Jessie is writing a story. Read these paragraphs from the end of her story.

Rosa held the box tightly. She did not want to drop it. She and her dad walked across the road to the big pond behind Mr. Cooper's house. They wanted to put the turtle across the road because that's where it was trying to go when they found it.

They chose a shady spot under a big tree near the edge of the pond. Rosa placed the box on the ground. She gently lifted the turtle out of the box and put it in the grass. The turtle started walking to the pond, and it looked happier in the grass than it did in the road.

"Goodbye," Rosa said to the turtle. "Don't go back in the road." _____

Jessie wants to add a conclusion. Write 1–2 sentences that would give the story a strong ending and show what Rosa thinks or feels.



Item

Read these paragraphs from the beginning of Hannah's essay about the color

blue. There is more to the color blue than meets the eye. _____

Some people say that the color blue can have an effect on a person's mood. They believe that resting your eyes on something blue will calm your mind. Maybe that's because blue is the color of both sky and sea, which can be calming. Based on this idea, many people paint their bedroom blue for a restful effect. A person designing a website for a spa might use a blue background for the homepage to suggest that the spa is relaxing.

Blue might be popular in homes and businesses, but it happens to be very rare in plants and animals. True blue pigment almost never occurs in nature. To produce blue, plant and animal cells either mix other colors or bend light in special ways. Blue jays have a beautiful blue color, but their feathers have no blue pigment.

Hannah needs to finish the introduction. Write 1–2 sentences that could go in the blank to introduce and provide the focus of the essay.

Achievement Level Descriptor

LA.4.W.3.d.Adv: Provide a reflective and well-developed conclusion related to the creative or expressive event or experience.

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Directions

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Writing Asset

They chose a shady spot under a big tree near the edge of the pond. Rosa placed the box on the ground. She gently lifted the turtle out of the box and put it in the grass. The turtle started walking to the pond, and it looked happier in the grass than it did in the road.

"Goodbye," Rosa said to the turtle. "Don't go back in the road." _____

Jessie wants to add a conclusion. Write 1–2 sentences that would give the story a strong ending and show what Rosa thinks or feels.

Stem



Grade 4 Example

Achievement Level Descriptor

LA.4.W.3.d.Adv: Provide a reflective and well-developed conclusion related to the creative or expressive event or experience.

Item

Jessie is writing a story. Read these paragraphs from the end of her story.

Rosa held the box tightly. She did not want to drop it. She and her dad walked across the road to the big pond behind Mr. Cooper's house. They wanted to put the turtle across the road because that's where it was trying to go when they found it.

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"Goodbye," Rosa said to the turtle. "Don't go back in the road." _____

Jessie wants to add a conclusion. Write 1–2 sentences that would give the story a strong ending and show what Rosa thinks or feels.

Scoring Rubric

Zero (0)	One (1) point	Two (2) points
Incomplete or Incongruent (as compared with the rest of the writing sample)	Partially Congruent (as compared with the rest of the writing sample)	Fully Congruent (as compared with the rest of the writing sample)

***Craft cohesive writing pieces grounded
in evidence from complex texts**

Grade 8 Example

Item

Read these paragraphs from the beginning of Hannah's essay about the color

blue. There is more to the color blue than meets the eye. _____

Some people say that the color blue can have an effect on a person's mood. They believe that resting your eyes on something blue will calm your mind. Maybe that's because blue is the color of both sky and sea, which can be calming. Based on this idea, many people paint their bedroom blue for a restful effect. A person designing a website for a spa might use a blue background for the homepage to suggest that the spa is relaxing.

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Hannah needs to finish the introduction. Write 1–2 sentences that could go in the blank to introduce and provide the focus of the essay.

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***Craft cohesive writing pieces grounded
in evidence from complex texts**

Thank You!

becky.michael@nebraska.gov

- **Gained a clear understanding of what Constructed Response (CR) items are and how they measure comprehension.**
- **Identified immediate steps schools and districts can take.**
- **Questions?**