

# Using Passage Text Sets to Plan Instruction

The items included in the passage text sets can be used by students and teachers to become familiar with the kinds of items students will encounter on assessments. They demonstrate the rigor of Ohio's academic learning standards for English Language Arts.

## RATIONALES

The rationales for each of the test items in the text set is accessible from the link to the scoring guide provided on the front page of each passage text set. The rationales provide teachers with information about each of the answer choices, explaining what gets credit for each response. This information can be used in the classroom to help students understand their choices. The rationales can be analyzed by individual teachers or teacher groups to identify how items are constructed, with special attention to what makes a good 'distractor', or incorrect answer. Students can use the rationales as models to create their own rationales with other text sets as a way to fully understand the focus of the content standard being assessed. Teachers and students can also use the writing prompts and writing rubric as a peer review activity to better understand the rubric and how to score the writing responses.

## DEPTH OF KNOWLEDGE (DOK)

The Depth of Knowledge (DOK) for each item is identified in the Scoring Guidelines. These identifiers can be used by teachers to develop classroom assessments to construct similar items that align to that specific DOK level. It is important for teachers to understand each of the DOK levels so that students are exposed to the range of rigor expected in the standards. Working together in teacher teams these items can be examined closely in relationship to the DOK so that classroom instruction matches these expectations.

## CONSIDERATIONS

Teachers may want to use these considerations as a guide for deconstructing the items and for planning instruction. These considerations are based on the Instructional Practice Guide from Achieve.

- How does the item address the text by attending to its particular qualitative features: its meaning/purpose and/or language, structure(s), or knowledge demands?
- How does the item address the standard? Does it address the standard in its entirety or focus on a single part?
- How does the item require students to use/cite evidence from the text to demonstrate understanding and to support their ideas about the text?
- How do the vocabulary items focus students on the words, phrases, and sentences that matter most and how they are used in the text?
- How are items in the text sets sequenced to build knowledge by guiding students to delve deeper into the text and graphics?
- How do writing items engage students in appropriately using academic language (i.e., vocabulary and syntax) from the text in their responses or claims?
- How do the writing items engage students in demonstrating an understanding of the text through analytical and/or procedural writing?