

INTRODUCING....

2016-17 GRADE 2 ASSESSMENT

Grade 2 Assessment 2016-17 Brochure

August 2016

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 State 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 standards.

“Most importantly, the grade 2 assessment measures the standards in a way that reflects classroom instruction.”

Commissioner McQueen

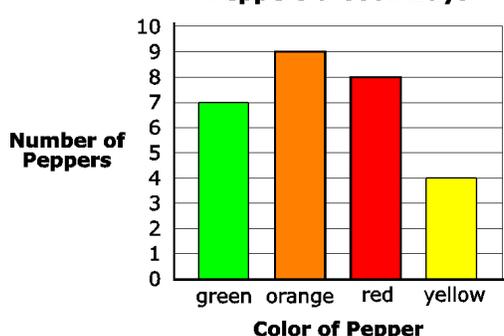


About the Grade 2 Assessment

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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: flex-start;"> <div style="text-align: center;"> <p>Peppers a Cook Buys</p>  <table border="1" style="margin: 10px 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										
green	7										
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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 • 30 items (including 1 integrated item*)	42 minutes • 23 items (including 1 integrated items*)

*For the operational test in 2016–17, both integrated items are field-test 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 over-emphasis on oral reading fluency (ORF) in the classroom. ORF 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

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 laid out 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 prepare schools for adoption of the Kindergarten Entry Inventory (KEI) next year*

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.

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