

ENGLISH LANGUAGE ARTS EXAMPLES SPECIAL EDUCATION ASSESSMENT ALIGNMENT DEPTH-OF-KNOWLEDGE LEVELS & STAGES

Level 1-Stage 1: *Responding to Discourse Materials*

Level 1-Stage 1 requires students to display the ability to respond to or indicate, or acknowledge text or discourse related features

Examples of Standards

3rd Grade Reading Objective: Responds to a symbol system (graphic or braille)

7th Grade Literature Objectives: Acknowledges potential communication partner, Listens attentively

General Reading Standard: Understanding that written words represent people, objects, or actions

These standards represent Stage 1 because students are tasked to respond to symbols, words or communication and nothing more.

Examples of Items

Student demonstrates the ability to attend to pictures/symbols/objects pertinent to a story.

Student displays attention to people, surroundings or materials.

Student attends while teacher reads.

These items display Stage 1 characteristics because students are asked to reply or respond to texts or individuals.

Level 1-Stage 2: *Reproduce Discourse Related Materials*

Level 1-Stage 2 requires students to display the ability to copy, replicate, repeat, re-enact, mirror, or match text or discourse related features.

Examples of Standards

3rd Grade Reading Objective: Discriminates similarities and/or differences

8th Grade Reading Objective: Follows a schedule

General Reading Standard: Demonstrate understanding that written words represent people, objects, or actions.

These standards reflect Stage 2 since students reproduce or follow directive discourse activities.

Examples of Items

Students can match pictures and words that depict emotions such as happy, sad, or angry.

Student matches printed words to objects.

Student matches letter and sounds, and can point to letter when appropriate sound is produced.

These items are Stage 2 because students are doing more than just acknowledging discourse they are matching or reproducing discourse activities.

Level 1-Stage 3: Recalls Information about Discourse Related Materials

Level 1-Stage 3 requires the ability to recite or recall facts or information. Involves the ability to distinguish between text-based or discourse features.

Examples of Standards

7th Grade Literature Objective : Follows a story sequence

General Reading Standard: Respond to literal questions (Who?, What?, Where?, When?) about reading material.

General Reading Standard: Sequence events from a story.

These standards are Stage 3 because students recall or recite events of discourse which they have heard or read.

Examples of Items

Student demonstrates understanding of new words or passages by making connections with personal experience via speech, writing, signs, or assistive device.

Student can retell information taken from printed materials.

Student can answer who, what, and where questions about a story.

The above items ask students to recall discourse and/or discourse related materials to which they have been exposed.

Level 2-Stage 4: Basic Reasoning

Level 2-Stage 4 requires processing beyond recall and observation. Requires both comprehension and subsequent processing of text. Involves ordering, classifying text as well as identifying patterns, relationships and main points.

Examples of Standards

Edit final copies for correct use of language, spelling, punctuation, and capitalization.

Understand main idea and purpose implied by text.

These standards expand beyond recall. Students must move beyond the discourse (text) to which they are exposed and do something with the information they have received.

Examples of Items

Here is a paragraph from a student's report about Maya Angelou. The paragraph has six mistakes in grammar, punctuation, and capitalization. Draw a line through each part that has a mistake, and write the correction above it.

I Know Why the Caged Bird Sings is the first of five volumes in Maya Angelou's autobiography. This book is about Mayas childhood in the South during the 1930s. Her autobiography also cover her life as an adult in San Francisco, where she had many extraordinary experiences. She work as a streetcar conductor and trained to become a singer and a dancer. She toured europe and North America in the musical Porgy and Bess. The end of her autobiography deals with Angelou's career as a civil rights activist, and exploring the relationship between African Americans and Africa.

Which of these best describes what the passage is about?

- a. how a young man started a successful business after coming to America
 - b. why blue jeans are superior to pants made by other manufacturers
 - c. how clothing styles were affected by the work of the gold miners
 - d. why immigrants came to America to improve their lives
-

These items have students move beyond the text (discourse). In the above examples, students read, process and do something with what they've read. In the first example, students must edit or correct mistakes. In the second example, student must not only read the text but understand and summarize the text.

Level 3-Stage 5: Complex Reasoning

Level 3-Stage 5 requires students to go beyond text. Requires students to explain, generalize and connect ideas. Involves inferencing, prediction, elaboration and summary. Requires students to support positions using prior knowledge and to manipulate themes across passages.

Examples of Standards

Evaluate the relative accuracy and usefulness of information from different sources.

Understands the relationships between and among elements of literature, including characters, plot, setting, tone, figurative language, point of view, and theme.

These standards illustrate Level 3-Stage 5. Students must understand a variety of kinds of texts and text features, make inferences across passages and demonstrate the ability to evaluate information according to various criteria.

Examples of Items

Which of these conclusions is best supported by information from the passage?

- If a candidate meets the personal and educational qualifications and is in fair physical shape, his or her chances of becoming an agent are very good.
- Compared with other law enforcement agencies in the country, the F.B.I. has a low success rate for tracking down and apprehending suspected offenders.
- The job of an agent is not for everyone; it takes someone with special training who is not afraid of danger and doesn't mind being socially isolated at times.
- The life of a federal investigator is not as interesting as most people think; agents spend most of their time working at desks.

The author's style is characterized by similes like these found in text:

"bitter as a penny," "flapped the jacket like a bird's wings," "my forearms stuck out like the necks of turtles."

Which of these best explains the effect of these similes on the author's writing?

- They create a formal tone.
- They create a soft sound.
- They create unsentimental images.
- They create a flowery, ornamental style.

Although texts are not provided, it is clear that more complex tasks are being elicited. In the first item, students are required to consider an article as a whole, reflecting on emphasis, author's purpose, tone, etc. The second item requires students to think abstractly about connotative dimensions of language to reach a conclusion about the figures of speech habitually chosen by an author. Both items are examples of Level 3-Stage 5 tasks.

Level 4-Stage 6: Extended Reasoning

Level 4-Stage 6 requires extended higher order processing. Typically requires extended time to complete task, but time spent not on repetitive tasks. Involves taking information from one text/passage and applying this information to a new task. May require generating hypotheses and performing complex analyses and connections among texts.

Examples of Standards

Locate, gather, analyze and evaluate written information for the purpose of drafting a reasoned report that supports and appropriately illustrates inferences and conclusions drawn from research.

Generate and edit media work as appropriate to audience and purpose.

Both tasks require students to perform a variety of higher order tasks. The first standard is an extended activity requiring students to gather, read, and evaluate materials; select and record information according to a specific purpose; and generate an original composition shaped for a specific audience and purpose. The second standard requires students to perform a variety of higher order tasks similar to those above; in addition, this task requires students to manage the necessary technology required to create a media piece.

Examples of Items

You will become a storyteller. You will research and write the story of someone who has immigrated to the United States and/or migrated within the United States. You will get a role card from your native country, and you will become that person.

The role cards feature many countries and many time periods: gender and age are mixed. For example:

Moira Adair, 50, arriving from Northern Ireland in 1980. Your husband was killed in an IRA bombing. You are a computer expert and have family in Minneapolis.

Sean Dolan, 21, arriving from Ireland in 1853. You are alone but you have a relative in New York. You are an apprentice stone mason.

Students must produce an original map showing their home country as it was when they left. They describe the culture (social, economic, political, dominant religious affiliation, educational system, legal system), including the dominant values, customs, and traditions of the culture. Further, they note specific problems in their homeland, explaining why people emigrate to America at that time. The trip to America is the bridge to researching settlement in a specific area or community; this is where imagination takes over for a time, although students will also need to maintain accuracy. The next major research involves the assimilation process in America. Additionally, students need to research the contributions of their ethnic group to America.

To guide them through this project, students receive a packet of materials that includes everything from graphic organizers to specific prompts. The project culminates in an Ellis Island simulation and a “feast” for which students research and prepare food, music, and dance from their assigned homeland.

This extended activity includes several assignments that would clearly represent Level 4-Stage 6 reasoning.