

COLUMBUS CITY SCHOOLS-SECONDARY ENGLISH

2018 AIR REPORT

During the summer of 2018, an AIR TASK GROUP made up of teachers whose positions and capacities included being classroom teachers, building coaches, curriculum specialists, content experts, English department chairs (HS), and English curriculum liaisons (MS), looked closely at CCS's ELA AIR data over the past three years to discover areas of weakness and areas where we could make the most gains in 2019. This report is a culmination of that work. It contains data charts, a method for approaching AIR preparation in classrooms, and introduces Standardized Test Prep Thursdays.

1

DATA CHARTS: READING

The data charts on **pages 2-7** show that the largest deficit for our students had little to do with the type of question or its Standard alignment because there were no reliable patterns in those areas. It was the complexity of the passages upon which the questions were based that informed results.

Conclusion (page 7):

Because higher text complexity resulted in lower student success, students' interaction with close reading and complex text must increase. They must Read Daily!

2

DATA CHARTS: WRITING

The data charts on **pages 8-13** show that there were hardly any students scoring 3s or 4s in the Purpose/Organization and Evidence/Elaboration sections of the writing rubrics. Our students need growth in the areas below.

Conclusion (page 13): Increase Practice for

- Writing **Introductions** that contain a thesis or claim
- Writing **Conclusions** that go beyond summarizing
- Using **Varied Transitional Phrases** that assist with progression of ideas between and within paragraphs
- Providing **Text Evidence** and **Elaboration of Text Evidence**

3

READ METHOD

Pages 14-18 detail an acronymical approach to teaching and learning in Secondary ELA classrooms that should lead to greater success on the 2019 AIR tests. This is NOT teaching to the test; this IS teaching for Standard mastery.

R-Read Complex Texts/Use Close Reading

E-Evidence & Exemplars

A-Analysis & Alignment

D-Daily Reading & Writing

4

THURSDAY TEST PREP

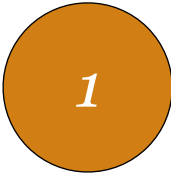
Each month, September-March, secondary ELA teachers will have access to lessons that adhere to the **READ** Method and address some part of the growth areas for reading/writing noted in the data from this report.

Instituting these lessons as part of Thursday class time, every Thursday, will establish a routine of Standardized test preparation and will increase student interactions with weaknesses shown in the data. These lessons will be included in the weekly newsletter, emailed to all ELA secondary teachers, and will be available on the ELA 6-12 Webpage. See more details on

page 19.



DATA CHARTS: READING



2018 AIR REPORT

Each of the charts below deals with specific information garnered from AIR results over the past three years. The first one shows overall results, and the others focus specifically on the Reading Standards. If you want to look at all of the data used to compile these charts for a wider picture, use the links below to get folders containing yearly results.

[2016 AIR Reports](#)

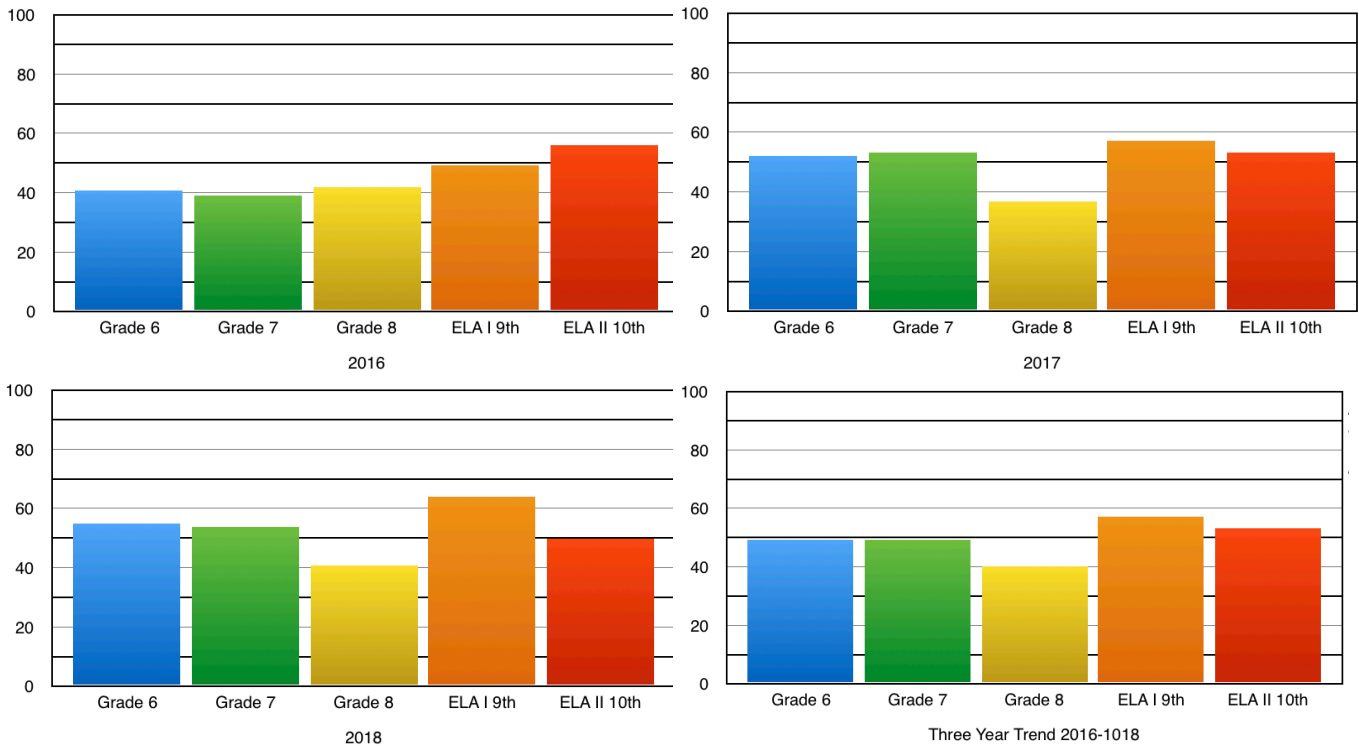
[2017 AIR Reports](#)

[2018 AIR Reports](#)

Overall Proficiency Results on AIR ELA Assessments 2016-2018

	2015-16	2016-17	2017-18	Three Year Trend
Grade 6	24%	30%	27%	27%
Grade 7	24%	30%	32%	29%
Grade 8	25%	21%	24%	23%
ELA I	29%	32%	25%	29%
ELA II	31%	28%	24%	28%

Reading Literature Proficiency Results on AIR ELA Assessments 2016-2018



Percentage Rates (0-100) Show Students That Were Near or Above Proficient

DATA CHARTS: READING

2018 AIR REPORT

Reading Literature Number of Questions per Standard on Released & Practice AIR Exams

Standards	6th	7th	8th	9th	10th	Grades 6-10 (3 YEARS)
RL.1	3	3	3	2	3	14
RL.2	2	2	3	2	2	11
RL.3	1	2	4	4	3	14
RL.4	3	4	7	3	2	19
RL.5	5	1		5	4	15
RL.6	1	1	3	1	3	9
RL.7	1			1		2
RL.9		2	1	1	1	5

NOTE: This chart only reflects the number of released items aligned to each Standard. Since ODE does not release full-length administrations of AIR, this chart cannot reflect all items on previous AIR tests.

Reading Literature CCS Point Percentages Earned on One-Point Questions from 2018 Released Items

Standard	Grade	Students Earning 0 Points	Students Earning 1 Point
RL.1 Citing Textual Evidence	10th	67%	33%
	9th	71%	29%
	8th	71%	29%
	7th	72%	28%
	6th	85%	15%
Standard	Grade	Students Earning 0 Points	Students Earning 1 Point
RL.2 Theme/ Summary	10th	69%	31%
	9th	N/A	N/A
	8th	N/A	N/A
	7th	78%	22%
	6th	84%	16%
Standard	Grade	Students Earning 0 Points	Students Earning 1 Point
RL.3 Plot/ Setting/ Characters	10th	53%	47%
	9th	66%	34%
	8th	53%	47%
	7th	44%	56%
	6th	N/A	N/A
Standard	Grade	Students Earning 0 Points	Students Earning 1 Point
RL.4/L.4&5 Word Meaning & Nuance/ Figurative Language	10th	42%	58%
	9th	40%	60%
	8th	55%	45%
	7th	48%	52%
	6th	26%	74%
Standard	Grade	Students Earning 0 Points	Students Earning 1 Point
RL.5 Structure	10th	60%	40%
	9th	50%	50%
	8th	N/A	N/A
	7th	50%	50%
	6th	35%	65%
Standard	Grade	Students Earning 0 Points	Students Earning 1 Point
RL.6 Point of View/ Perspective	10th	75%	25%
	9th	61%	39%
	8th	60%	40%
	7th	57%	43%
	6th	34%	66%
Standard	Grade	Students Earning 0 Points	Students Earning 1 Point
RL.7 Compare & Analyze Multiple Versions	10th	N/A	N/A
	9th	N/A	N/A
	8th	N/A	N/A
	7th	N/A	N/A
	6th	58%	42%
Standard	Grade	Students Earning 0 Points	Students Earning 1 Point
RL.9 Compare & Analyze Genres/ Allusions	10th	76%	24%
	9th	57%	43%
	8th	N/A	N/A
	7th	62%	38%
	6th	N/A	N/A

NOTE: Questions aligned to Language Standards based upon literary passages on the 2018 Released Items have been included in these charts.

DATA CHARTS: READING

2018 AIR REPORT

Reading Literature CCS Point Percentages Earned on Two-Point Questions from 2018 Released Items

Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points
RL.1 Citing textual evidence	10th	N/A	N/A	N/A
	9th	N/A	N/A	N/A
	8th	44%	13%	33%
	7th	N/A	N/A	N/A
	6th	30%	12%	58%
Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points
RL.2 Theme/ Summary	10th	58%	20%	22%
	9th	69%	22%	9%
	8th	63%	15%	22%
	7th	N/A	N/A	N/A
	6th	51%	33%	16%
Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points
RL.3 Plot/Setting/ Characters	10th	N/A	N/A	N/A
	9th	69%	17%	13%
	8th	N/A	N/A	N/A
	7th	N/A	N/A	N/A
	6th	54%	11%	35%
Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points
RL.4/L.4&5 Word Meaning & Nuance/ Figurative Language	10th	N/A	N/A	N/A
	9th	N/A	N/A	N/A
	8th	N/A	N/A	N/A
	7th	59%	19%	22%
	6th	N/A	N/A	N/A

Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points
RL.5 Structure	10th	N/A	N/A	N/A
	9th	N/A	N/A	N/A
	8th	N/A	N/A	N/A
	7th	N/A	N/A	N/A
	6th	N/A	N/A	N/A
Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points
RL.6 Point of View/ Perspective	10th	N/A	N/A	N/A
	9th	N/A	N/A	N/A
	8th	N/A	N/A	N/A
	7th	N/A	N/A	N/A
	6th	N/A	N/A	N/A
Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points
RL.7 Compare & Analyze Multiple Versions	10th	N/A	N/A	N/A
	9th	N/A	N/A	N/A
	8th	N/A	N/A	N/A
	7th	N/A	N/A	N/A
	6th	N/A	N/A	N/A
Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points
RL.9 Compare & Analyze Genres/ Allusions	10th	N/A	N/A	N/A
	9th	N/A	N/A	N/A
	8th	50%	28%	21%
	7th	44%	32%	24%
	6th	N/A	N/A	N/A

NOTE: Questions aligned to Language Standards based upon literary passages on the 2018 Released Items have been included in these charts.

Reading Literature Standard Alignment for Highest and Lowest Proficiencies per Question from 2018 Released Items

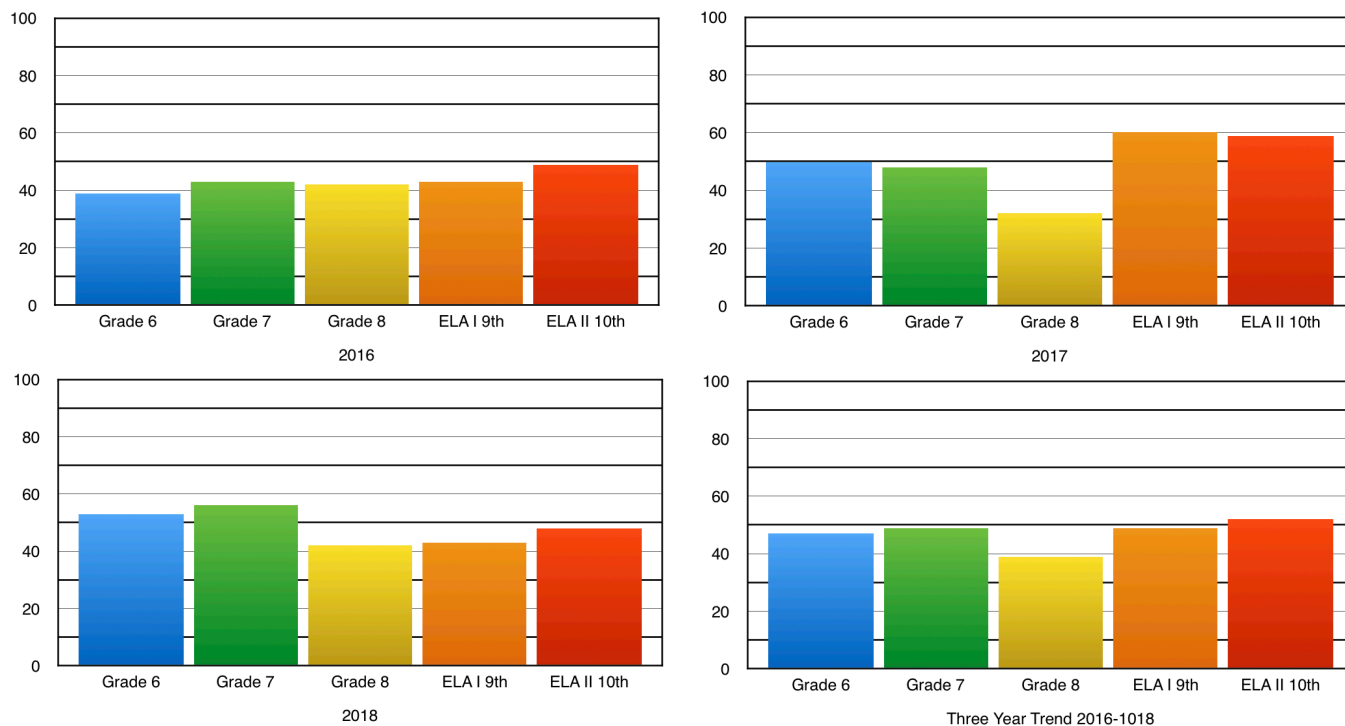
GRADE	HIGHEST PROFICIENCIES			LOWEST PROFICIENCIES		
6	RL.4/L.4&5	RL.6	RL.1	RL.1	RL.2	RL.5
7	RL.4/L.4&5	RL.3	RL.5	RL.2	RL.1	RL.4/L.4&5
8	RL.4/L.4&5	RL.3	RL.1	RL.1	RL.4/L.4&5	RL.2
ELA I 9	RL.4/L.4&5	RL.5	RL.9	RL.1	RL.3	RL.2
ELA II 10	RL.4/L.4&5	RL.3	RL.5	RL.6	RL.9	RL.5

NOTE: Because 2018 is the first year ELA Items have been released in the AIR reports, we do not have this same information for previous years.

DATA CHARTS: READING

2018 AIR REPORT

Reading Informational Text Proficiency Results on AIR ELA Assessments 2016-2018



Percentage Rates (0-100) Show Students That Were Near or Above Proficient

Reading Informational Text Number of Questions per Standard on Released & Practice AIR Exams

Standards	6th	7th	8th	9th	10th	Grades 6-10 (3 YEARS)
RI.1	3	4	2			9
RI.2	3	4	5	3	6	21
RI.3	5	7	5	3	2	22
RI.4	6	10	6	2	3	27
RI.5	4	5	9	2	4	24
RI.6	3	3	4	4	5	19
RI.7	1			3	3	7
RI.8	1	3	2			6
RI.9	3	1	1	1	2	8
L.4	4	1	2			7
L.5	2	1	2	1	5	11

The Language Standard-Aligned Questions from the AIR tests are included on this chart, however, these questions could have been tied to either Reading Informational Text or Reading Literature Questions.

NOTE: This chart only reflects released items. Since ODE does not release full-length administrations of AIR, this chart cannot reflect all items on previous AIR tests.

DATA CHARTS: READING

2018 AIR REPORT

Reading Informational Text CCS Point Percentages Earned on One-Point Questions from 2018 Released Items

Standard	Grade	Students Earning 0 Points	Students Earning 1 Point
RI.1 Citing Textual Evidence	10th	71%	29%
	9th	41%	59%
	8th	N/A	N/A
	7th	74%	26%
	6th	66%	34%
Standard	Grade	Students Earning 0 Points	Students Earning 1 Point
RI.2 Central Idea/ Summary	10th	80%	20%
	9th	83%	17%
	8th	78%	22%
	7th	N/A	N/A
	6th	77%	23%
Standard	Grade	Students Earning 0 Points	Students Earning 1 Point
RI.3 Key Individual/Event/Idea	10th	76%	24%
	9th	64%	36%
	8th	59%	41%
	7th	70%	30%
	6th	63%	37%
Standard	Grade	Students Earning 0 Points	Students Earning 1 Point
RI.4/L.4&5 Word Meaning & Technical/Figurative Language	10th	46%	54%
	9th	44%	56%
	8th	60%	40%
	7th	37%	63%
	6th	47%	53%

Standard	Grade	Students Earning 0 Points	Students Earning 1 Point
RI.5 Structure	10th	56%	44%
	9th	64%	36%
	8th	53%	47%
	7th	59%	41%
	6th	65%	35%
Standard	Grade	Students Earning 0 Points	Students Earning 1 Point
RI.6 Point of View/Purpose	10th	72%	28%
	9th	94%	6%
	8th	N/A	N/A
	7th	N/A	N/A
	6th	N/A	N/A
Standard	Grade	Students Earning 0 Points	Students Earning 1 Point
RI.8 Evaluate Arguments	10th	38%	62%
	9th	N/A	N/A
	8th	44%	56%
	7th	N/A	N/A
	6th	N/A	N/A
Standard	Grade	Students Earning 0 Points	Students Earning 1 Point
RI.9 Compare Authors' Presentation of Events	10th	N/A	N/A
	9th	N/A	N/A
	8th	N/A	N/A
	7th	67%	33%
	6th	57%	43%

Reading Informational Text CCS Point Percentages Earned on Two-Point Questions from 2018 Released

Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points
RI.1 Citing textual evidence	10th	67%	19%	14%
	9th	N/A	N/A	N/A
	8th	65%	19%	16%
	7th	N/A	N/A	N/A
	6th	54%	26%	20%
Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points
RI.2 Central Idea/ Summary	10th	N/A	N/A	N/A
	9th	57%	21%	22%
	8th	68%	25%	7%
	7th	60%	14%	26%
	6th	N/A	N/A	N/A
Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points
RI.3 Key Individual/Event/Idea	10th	N/A	N/A	N/A
	9th	N/A	N/A	N/A
	8th	N/A	N/A	N/A
	7th	52%	8%	40%
	6th	68%	8%	23%
Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points
RI.5 Structure	10th	64%	14%	22%
	9th	N/A	N/A	N/A
	8th	N/A	N/A	N/A
	7th	N/A	N/A	N/A
	6th	N/A	N/A	N/A

Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points
RI.6 Point of View/Purpose	10th	N/A	N/A	N/A
	9th	50%	19%	31%
	8th	N/A	N/A	N/A
	7th	N/A	N/A	N/A
	6th	53%	21%	26%
Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points
RI.8 Evaluate Arguments	10th	55%	20%	24%
	9th	62%	26%	12%
	8th	N/A	N/A	N/A
	7th	47%	17%	37%
	6th	72%	11%	17%
Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points
RI.9 Compare Authors' Presentation of Events	10th	N/A	N/A	N/A
	9th	N/A	N/A	N/A
	8th	47%	32%	22%
	7th	71%	21%	7%
	6th	N/A	N/A	N/A

1. Questions aligned to Language Standards based upon informational passages on the 2018 Released Items have been included in these charts.
2. Standards not listed in charts had no released questions aligned to them.

DATA CHARTS: READING

2018 AIR REPORT

Reading Informational Text Standard Alignment for Highest and Lowest Proficiencies per Question from 2018 Released Items

GRADE	HIGHEST PROFICIENCIES			LOWEST PROFICIENCIES		
6	RL.4/L.4&5	RL.9	RL.5	RL.2	RL.5	RL.8
7	RL.4/L.4&5	RL.9	RL.5	RL.1	RL.9	RL.3
8	RL.5	RL.4/L.4&5	RL.8	RL.2	RL.5	RL.4/L.4&5
ELA I 9	RL.1	RL.5	RL.4/L.4&5	RL.6	RL.2	RL.5
ELA II 10	RL.4/L.4&5	RL.8	RL.5	RL.2	RL.3	RL.1

Reading Literary and Informational Text—Data Conclusion

Weakness: The biggest factor in determining student success on the 2018 AIR Reading questions was the students' abilities to read and comprehend grade-level complex texts. Because many of the students on the 2018 AIR test had the highest proficiencies and lowest proficiencies on questions aligned to the same reading Standards, there seemed to be no clear pattern of success on Standard-aligned questions, but certain passages had clearer success rates. This is absolutely in line with larger research studies, such as the 2006 ACT study that said "the clearest differentiator" between students who met or exceeded benchmark scores "was students' ability to answer questions associated with complex texts." Student Achievement Partners and Teaching Lab have found that isolating comprehension skills in a teach-assess-reteach cycle in secondary education is a "smooth road in the wrong direction." Although this method is helpful in mastering foundational skills in elementary grades, in secondary education the TEXT should guide reading comprehension instruction. It is our students' abilities to understand TEXT that determines AIR proficiencies.

How to Make Gains: Our students must analyze grade-level complex texts using close reading protocols. They must be able to analyze texts by breaking them into parts and showing how those parts relate to the whole, e.g. showing how characterization relates to theme or how a paragraph fits into the text's structure or develops its ideas. This analysis should be driven by the TEXT. Teachers must not preempt or replace students' struggles with the grade-level complex texts by providing too much scaffolding. Our students need to read daily and widely from informational and literary texts for a variety of purposes. Mike Schmoker in his 2018 book *FOCUS* calls for "wide, abundant reading." He forecasts that getting students to read one hour per day in school would change the students' academic and intellectual trajectories. Carol Jago, former National Council of Teachers of English President, says that students need to read a great deal more than they are currently doing to become literate and David Conley from the University of Oregon advocates increasing the amount of reading done in high school to help students succeed in college. If our students are going to improve their standardized reading scores and prepare for college/career, they must read numerous texts and master the core skill of close reading. They must read and comprehend grade-level complex texts regularly in class so that they are comfortable with doing what is necessary on the AIR test.



DATA CHARTS: WRITING

2018 AIR REPORT

Each of the charts below deals with specific information garnered from AIR results over the past three years. The first one shows overall results, and the others focus specifically on the Writing Standards. If you want to look at all of the data used to compile these charts for a wider picture, use the links below to get folders containing yearly results.

[2016 AIR Reports](#)

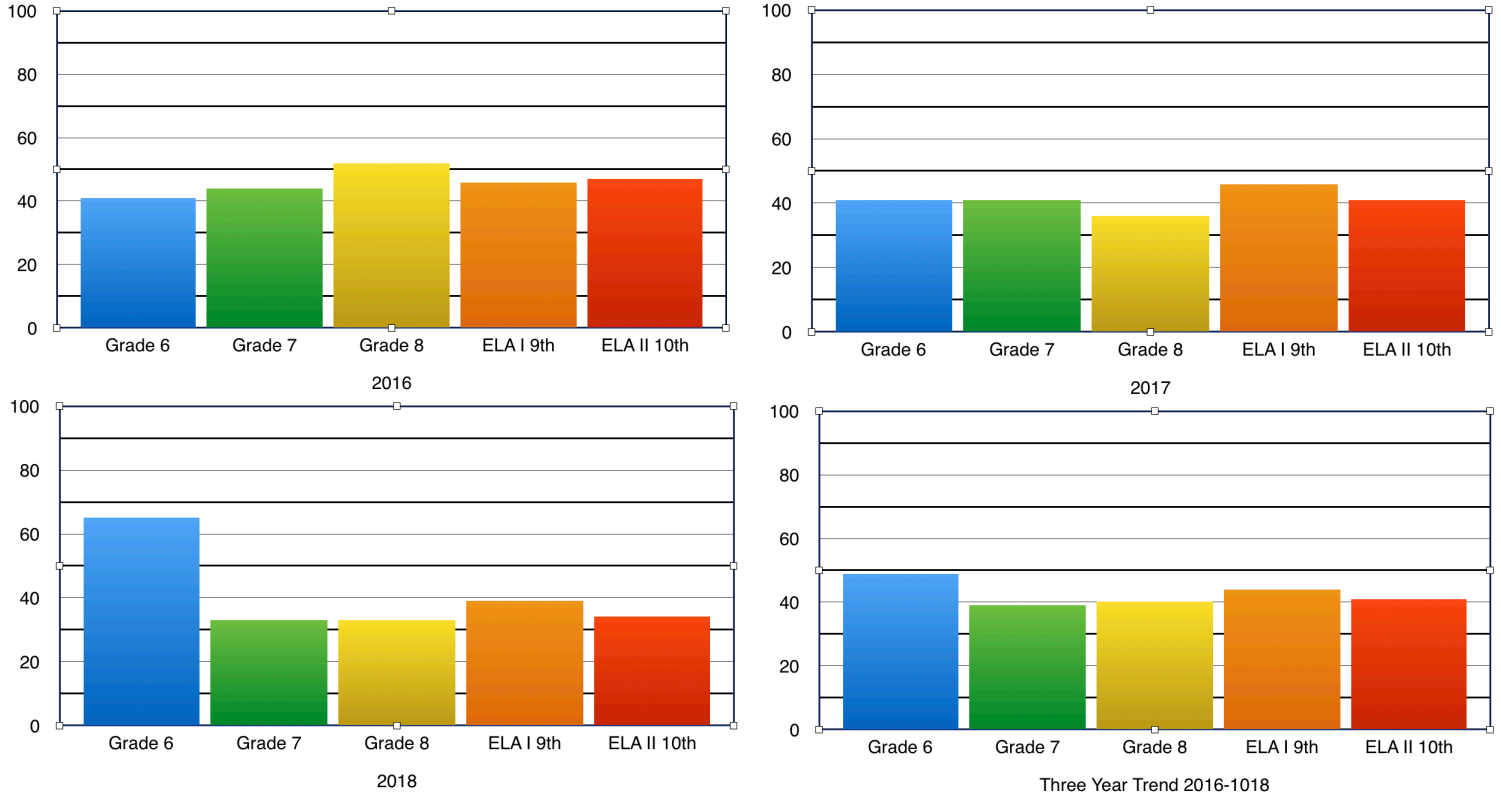
[2017 AIR Reports](#)

[2018 AIR Reports](#)

Overall Proficiency Results on AIR ELA Assessments 2016-2018

	2015-16	2016-17	2017-18	Three Year Trend
Grade 6	24%	30%	27%	27%
Grade 7	24%	30%	32%	29%
Grade 8	25%	21%	24%	23%
ELA I	29%	32%	25%	29%
ELA II	31%	28%	24%	28%

Writing Proficiency Results on AIR ELA Assessments 2016-2018



Percentage Rates (0-100) Show Students That Were Near or Above Proficient

DATA CHARTS: WRITING

2018 AIR REPORT

Writing Number of Questions per Standard on Released & Practice AIR Exams 2016-2018

Standards	6th	7th	8th	9th	10th	Grades 6-10 (3 YEARS)
W.1	1	1	2	2		6
W.2	2	2	1	1	1	7

NOTE: This chart only reflects the number of released items aligned to each Standard. Since ODE does not release full-length administrations of AIR, this chart cannot reflect all items on previous AIR tests. Also, every AIR test in Grades 6-10 has one argument writing and one informative/explanatory writing prompt that asks students to write a fully-developed essays.

Writing (W.1) CCS Point Percentages Earned on Argument Writing Questions from 2018 Released Items

Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points	Earning 3 Points	Earning 4 Points
W.1 Purpose/ Organization	10th	11%	63%	23%	3%	0%
	9th	9%	71%	18%	1%	0%
	8th	6%	64%	27%	3%	0%
	7th	6%	68%	24%	2%	0%
	6th	6%	62%	28%	4%	0%
W.1 Evidence/ Elaboration	10th	35%	43%	20%	2%	0%
	9th	15%	56%	26%	3%	0%
	8th	6%	65%	26%	3%	0%
	7th	14%	64%	20%	2%	0%
	6th	13%	54%	30%	3%	0%
W.1 Conventions	10th	29%	35%	36%		
	9th	21%	50%	29%		
	8th	16%	45%	41%		
	7th	20%	45%	35%		
	6th	21%	40%	39%		

Writing (W.2) CCS Point Percentages Earned on Informational/Explanatory Writing Questions from 2018 Released Items

Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points	Earning 3 Points	Earning 4 Points
W.2 Purpose/ Organization	10th	42%	45%	10%	2%	0%
	9th	23%	61%	14%	2%	0%
	8th	8%	66%	22%	3%	1%
	7th	5%	68%	23%	5%	0%
	6th	8%	63%	25%	5%	0%
W.2 Evidence/ Elaboration	10th	50%	37%	11%	1%	0%
	9th	22%	62%	14%	2%	0%
	8th	6%	70%	21%	3%	1%
	7th	6%	62%	26%	5%	1%
	6th	8%	65%	23%	4%	0%
W.2 Conventions	10th	32%	36%	32%		
	9th	34%	44%	22%		
	8th	17%	51%	32%		
	7th	14%	48%	38%		
	6th	19%	43%	38%		

DATA CHARTS: WRITING

2018 AIR REPORT

Writing Argument-Purpose/Organization Scoring Comments from ODE to Explain How Sample Responses Earned Point Values

Argumentative					
Category	4	3	2	1	0
Purpose/Organization Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. - Point(s) Possible: 4 Points	9th Grade Practice This response earns full credit. It is fully sustained and consistently focused within the purpose, audience and task category, with effective organizational structure, earning the maximum 4 points in the assigned category.	9th Grade 2018 This response is adequately sustained and generally focused within the purpose, audience, and task with an evident organizational structure. An opposing claim is addressed but not refuted, earning 3 out of 4 points in the assigned category.	9th Grade Practice The response is somewhat sustained within the purpose, audience and task category, but includes some extraneous material. Likewise, its organization is inconsistent, so it earns only 2 out of the 4 possible points for this category.	9th Grade 2018 This response is related to the topic but demonstrates little awareness of the purpose, audience, and task and has no discernible organizational structure, earning 1 out of 4 points for this category.	9th Grade 2018 This response earns no credit (0 points) because there was not enough original student work in comparison to text directly copied from the prompt/passages.
	8th Grade 2017 The response is fully sustained and consistently focused within the purpose, audience and task with effective organizational structure, earning the maximum 4 points in the assigned category.	9th Grade 2018 This response is adequately sustained and generally focused within the purpose, audience, and task with an evident organizational structure that includes a sufficient introduction and conclusion, earning 3 out of 4 points in the assigned category.	9th Grade 2018 This response is somewhat sustained within the purpose, audience, and task but includes some extraneous material. Likewise, its organization is inconsistent, earning a possible 2 out of 4 points for this category.	9th Grade 2018 This response is related to the topic and acknowledges an opposing claim; however, it demonstrates little awareness of the purpose, audience, and task and has no discernible organizational structure, earning 1 out of 4 points for this category.	8th Grade 2017 The response is minimally related to the topic and demonstrates no awareness of the purpose, audience and task, and it has no discernible organizational structure, earning 0 out of 4 possible points for this category.
		9th Grade 2018 This response maintains a claim that is adequately sustained and generally focused within the purpose, audience, and task with an evident organizational structure. The response employs transitions to guide readers through the progression of ideas, though not always skillfully implemented. The response demonstrates an adequate, yet repetitive, progression of ideas, earning three out of four points in the assigned category.	9th Grade 2018 This response is somewhat sustained within the purpose, audience, and task. Likewise, its organization and use of transitions is inconsistent, earning a possible 2 out of 4 points for this category.	8th Grade 2017 The response is related to the topic but demonstrates little awareness of the purpose, audience and task, and it has no discernible organizational structure, earning 1 out of 4 possible points for this category.	
		8th Grade 2017 The response is adequately sustained and generally focused within the purpose, audience and task with evident organizational structure, earning 3 out of 4 points in the assigned category.	8th Grade 2017 The response is somewhat sustained within the purpose, audience and task but includes some extraneous material. Its organization is also inconsistent, earning 2 out of 4 possible points for this category.		

NOTE: This chart only reflects released items. Since ODE does not release full-length administrations of AIR, this chart cannot reflect all items on previous AIR tests and that is the reason all grades are not represented.

Writing Argument-Evidence/Elaboration Scoring Comments from ODE to Explain How Sample Responses Earned Point Values

Argumentative					
Category	4	3	2	1	0
Evidence/Elaboration Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. - Point(s) Possible: 4 Points	9th Grade Practice The response earns the maximum 4 points for providing thorough, convincing and credible support while citing evidence for the writer's claim.	9th Grade Practice The response earns 3 out of 4 possible points in the category of evidence and elaboration for providing adequate support when citing evidence for the writer's claim.	9th Grade 2018 While this response provides evidence from the text that is generally relevant and integrated, the response does not direct the reader to the proper source when quoting the text, resulting in 2 out of 4 possible points for evidence and elaboration.	9th Grade 2018 The response earns 1 out of 4 possible points for evidence and elaboration, as the response provides cursory support for the writer's claim.	9th Grade 2018 This response earns 0 out of 4 possible points for evidence and elaboration, as it provides no support for the writer's claim.
	8th Grade 2017 The response earns the maximum 4 points for providing thorough, convincing and credible support while citing evidence for the controlling idea.	9th Grade 2018 This response earns 3 out of 4 possible points in the category of evidence and elaboration for providing adequate support when citing evidence for the writer's claim, using facts and details from the source as support.	9th Grade 2018 This response earns 2 out of 4 possible points for evidence and elaboration as the response provides uneven support for the writer's claim, soliciting evidence from one passage.	8th Grade 2017 The response earns 1 out of 4 possible points for evidence and elaboration because it provides cursory support for the controlling idea.	9th Grade 2018 This response earns no credit (0 points) because there was not enough original student work in comparison to text directly copied from the prompt/passages.
		8th Grade 2017 The response earns 3 out of 4 possible points in the category of evidence and elaboration for providing adequate support when citing evidence for the controlling idea.	8th Grade 2017 The response earns 2 out of 4 possible points for evidence and elaboration because the response provides uneven support for the controlling idea.		8th Grade 2017 The response earns 0 out of 4 possible points for evidence and elaboration because it provides no support for the controlling idea.

NOTE: This chart only reflects released items. Since ODE does not release full-length administrations of AIR, this chart cannot reflect all items on previous AIR tests and that is the reason all grades are not represented.

DATA CHARTS: WRITING

2018 AIR REPORT

Writing Argument Conventions Scoring Comments from ODE to Explain How Sample Responses Earned Point Values

Argumentative			
Category	2	1	0
Conventions Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. - Point(s) Possible: 2 Points	9th Grade 2018 This response earns the two maximum points allowed for demonstrating an adequate command of basic conventions.	9th Grade 2018 The response earns 1 out of 2 points for demonstrating a partial command of basic conventions.	9th Grade 2018 This response earns no credit (0 points) because there was not enough original student work in comparison to text directly copied from the prompt/passages.
	8th Grade 2017 The response earns the maximum 2 points for demonstrating an adequate command of basic conventions of standard English.	8th Grade 2017 The response earns 1 out of 2 possible points for demonstrating a partial command of basic conventions of standard English.	8th Grade 2017 The response earns 0 out of 2 possible points because it demonstrates a lack of command of basic conventions of standard English.

NOTE: This chart only reflects released items. Since ODE does not release full-length administrations of AIR, this chart cannot reflect all items on previous AIR tests and that is the reason all grades are not represented.

Writing Informative Purpose/Organization Summary of Scoring Comments from ODE to Explain How Sample Responses Earned Point Values

Informative/Expository GRADES 6-10					
Category	4	3	2	1	0
Purpose/Organization Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. - Point(s) Possible: 4 Points	OVERALL The response is fully sustained and consistently focused within the purpose, audience and task. There is a strongly maintained controlling idea. The idea is sustained through a 3-pronged structure for support. The two passages are analyzed separately but thoroughly as the response strongly maintains the controlling idea. There is a logical progression of ideas that features a satisfying introduction and conclusion. INTRODUCTION/CONCLUSION The organizational structure is effective, beginning with an adequate introduction which states how each character reacted. The insightful conclusion maintains focus on the task, not just summarizing ideas already presented, but adding further student reasoning, creating coherence and completeness. The conclusion is satisfying, anticipating what will happen in the future. BODY PARAGRAPHS/SENTENCE VARIETY/TRANSITIONS In addition to the skillful transitions which introduce the supporting ideas, sentence variety is used to effectively clarify the relationships among ideas within the body paragraphs, with one sentence leading to the next, constantly building a logical progression of ideas. There is an effective organizational structure, as the two body paragraphs present the supporting ideas. Each body paragraph begins with a discussion of source one and then transitions to the speaker in the second source and ends with a concluding sentence that enhances the sharp focus on the task. A variety of transitional strategies are used, with clear topic sentences for each body paragraph. Transitional phrases ("All of this led", "With this mindset", "In the past", "However") are used within the body paragraph to enhance the logical progression from beginning to end. STYLE/TONE The style is appropriate and is maintained throughout the response. An appropriate tone is maintained throughout. Appropriate style and objective tone are established and maintained throughout the response.	OVERALL The response is adequately sustained and generally focused on the task. The response begins with an introduction that addresses the task. This is followed by two body paragraphs that treat each passage separately but maintain focus on the thesis statement. The progression of ideas from beginning to end is sufficient with a short but adequate introduction and conclusion. While this response initially provides a strong controlling idea, it is only adequately sustained and generally focused within the purpose, audience, and task, as the concept is inconsistently represented within the response. This response is somewhat sustained within the purpose, audience, and task, yet it presents an uneven progression of ideas, summarizing rather than elaborating on the controlling idea. INTRODUCTION/CONCLUSION The conclusion is satisfying, comparing the reactions of the two characters, giving a sense of completeness. The adequate conclusion reiterates ideas already discussed and gives a sense of completeness. The progression of ideas from beginning to end is sufficient with a short but adequate introduction and conclusion. BODY PARAGRAPHS/SENTENCE VARIETY/TRANSITIONS The strength of the response is the use of adequate transitional strategies within the body paragraphs to connect passage evidence with student elaboration, resulting in an adequate progression of ideas from beginning to end. Not all examples support thesis and/or topic sentence. Adequate transitions are used to clarify the relationships among ideas and to create a logical progression within each body paragraph.	OVERALL There is only a limited discernible organizational structure as the response discusses each idea separately, and there are few transitional strategies to connect ideas. There is an inconsistent organizational structure as the response begins with a summary and then in the second body paragraph discusses the prompt. The response is related to the topic, but the controlling idea is unclear, as the response responds separately to each part of the task with an introductory sentence for each paragraph. The weak introduction and conclusion, as well as the inconsistent use of transitional strategies, contribute to an uneven progression of ideas, as the response does not make the connections to explain the "how" part of the prompt. INTRODUCTION/CONCLUSION The weak conclusion relates to the task, but the response loses focus in the third and fourth paragraphs, since it is unclear how this information supports the task. The response lacks an overall introduction. BODY PARAGRAPHS/SENTENCE VARIETY/TRANSITIONS Each body paragraph addresses the thesis, but the inconsistent transitional strategies are not adequate to clarify the relationships between ideas.	OVERALL The response is related to the topic, but the controlling idea is confusing as the response responds separately to each part of the task. There is only a limited discernible organizational structure, with few transitions ("This is why" and "This is how") to connect the list of facts and ideas. It repeats the prompt as the main idea. The response is a partial statement with a weak reference to the prompt. There is no evidence used that is related to a main idea because there is no main idea. The response is a list of facts from the source material which is not elaborated. Most sentences are limited to simple constructions. The majority of the response is a list with few transitions to tie the items together. While there is an evident organizational structure and it employs transitional strategies, this response demonstrates little awareness of the purpose, audience, and task, earning one out of four possible points for this category. INTRODUCTION/CONCLUSION The response lacks an overall introduction or conclusion, although the response does conclude each of the body paragraphs. The introduction and conclusion are inadequate but the response does have a discernible organizational structure. There is no conclusion.	OVERALL The response displays little awareness of the purpose or task. There is no controlling idea or discernible organizational structure. This response has no awareness of the task or purpose. There is no controlling idea or structure. The response received no credit (0 points) because there was not enough original student work in comparison to text directly copied from the prompt/passages.

NOTE: This chart only reflects released items. Since ODE does not release full-length administrations of AIR, this chart cannot reflect all items on previous AIR tests. It is a summary of comments from Grades 6-10.

DATA CHARTS: WRITING

2018 AIR REPORT

Writing Informative Evidence/Elaboration Summary of Scoring Comments from ODE to Explain How Sample Responses Earned Point Values

Informative/Expository GRADES 6-10					
Category	4	3	2	1	0
Evidence/Elaboration Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. - Point(s) Possible: 4 Points	<p>The response includes thorough and convincing support.</p> <p>There are clear citations throughout. The effective use of source material is aided by the response's own support, which links together text information to arrive at the conclusion of each body paragraph.</p> <p>Thorough and relevant evidence from the sources is smoothly integrated, as the student uses multiple text examples for each supporting idea, introducing them and then extending them to elaborate and explain, linking these ideas to the controlling idea.</p> <p>This elaboration is effective and is enhanced by the clear and effective expression of ideas that includes precise language, appropriate vocabulary, and varied sentence structures.</p> <p>Relevant evidence is provided from both passages, with citations. Examples are well chosen and generally integrated.</p> <p>The evidence and elaboration adequately support the main idea. Responses provide elaboration and causal reasoning to make the point.</p> <p>Examples are well-chosen and generally integrated. The expression of ideas is adequate, using a mix of precise and general language.</p> <p>The evidence and elaboration adequately support the main idea.</p> <p>Evidence is provided from both passages, with a quotation from the second passage but only general references to the ideas in the first source. Examples are well-chosen and generally integrated, especially in the first body paragraph, as the response's insightful reasoning is supported with source information.</p> <p>The expression of ideas is adequate, using a mix of precise and general language. There is a clear citation.</p> <p>The varied sentence structure demonstrates language facility.</p>	<p>The evidence and elaboration adequately support the main idea.</p> <p>The evidence is generally integrated with relevant information drawn from the text; however, it is done with minimal elaboration or connection to the controlling idea.</p> <p>Specific evidence from both passages is generally integrated with appropriate and accurate citations.</p> <p>Relevant evidence is provided for both passages, with citations. Examples are well chosen and generally integrated.</p> <p>There is adequate use of elaboration as the response explains and extends the ideas presented, thus providing clarification.</p> <p>The examples chosen are relevant to the task, focusing on specific incidents.</p> <p>The response attempts to elaborate further in the conclusion by giving opinions on the problem.</p> <p>The expression of ideas is adequate, using a mix of precise and general language.</p>	<p>The response has a weak controlling idea, the evidence is cursory and weakly integrated. The evidence is used in the form of source summaries with a weak elaboration of the facts. This leads to a weak expression of ideas.</p> <p>Cursory evidence is given with partial use of sources, facts and details. Some evidence from the sources is discussed. The evidence given is in the form of quotations. Following the quotations is a brief comment that applies to all of the quotations. This leads to a weak and simplistic expression of ideas.</p> <p>Due to the lack of a citation, the score is limited to a "2" for Evidence and Elaboration.</p> <p>There is ineffective use of elaborative techniques, as the support provided in each paragraph is primarily a summary of passage information.</p> <p>The response provides uneven support for the main idea, using weakly integrated evidence from the first passage. The third paragraph is stronger as the response following each point with the text information to prove that the goal was accomplished, but the elaboration is weak.</p> <p>The response provides uneven support for the controlling idea with partial use of both sources.</p> <p>Sentence structure is varied, demonstrating language facility, enhancing the effectiveness of the essay.</p>	<p>Minimal evidence is provided from both passages and the response attempts to elaborate, but the expression of ideas is vague.</p> <p>The response provides minimal support for the controlling idea.</p> <p>Minimal evidence is provided from both passages and the response attempts to elaborate, but the expression of ideas is vague. The response provides minimal support for the controlling idea.</p> <p>The evidence used in the two body paragraphs is not elaborated and the expression of the ideas is somewhat confusing.</p> <p>The evidence used has not been elaborated.</p> <p>It provides cursory support for the controlling idea and the expression of ideas is vague and unclear.</p>	<p>It provides no support for the controlling idea.</p> <p>The response received no credit (0 points) because there was not enough original student work in comparison to text directly copied from the prompt/passages.</p>

NOTE: This chart only reflects released items. Since ODE does not release full-length administrations of AIR, this chart cannot reflect all items on previous AIR tests. It is a summary of comments from Grades 6-10.

Writing Informative Conventions Summary of Scoring Comments from ODE to Explain How Sample Responses Earned Point Values

Informative/Expository GRADES 6-10			
Category	2	1	0
Conventions Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. - Point(s) Possible: 2 Points	<p>The response demonstrates an adequate command of basic conventions.</p>	<p>The response demonstrates a partial command of basic conventions.</p>	<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p> <p>The response received no credit (0 points) because there was not enough original student work in comparison to text directly copied from the prompt/passages.</p>

NOTE: This chart only reflects released items. Since ODE does not release full-length administrations of AIR, this chart cannot reflect all items on previous AIR tests. It is a summary of comments from Grades 6-10.

DATA CHARTS: WRITING

2018 AIR REPORT

Writing Argument and Informational/Explanatory – Data Conclusion

Weakness: On the released Argument Writing items from the 2018 AIR Test, 0% of our students in Grades 6-12 scored a 4/4 on the Purpose/Organization part of the writing and 0% of our students in Grades 6-12 scored a 4/4 on the Evidence/Elaboration part. This is staggering when you consider that those sections of the rubric ask the students to adhere to traditional writing protocols. They ask students to have an organization that includes an introduction paragraph, body paragraphs, and a conclusion paragraph; to include textual citations/source evidence in the body paragraphs; and explain how that evidence fits the point of the body paragraph and the thesis. What adds to those staggering statistics is that only 2%-3% of students in Grades 6-12 scored a 3/4 on both the Purpose/Organization and Evidence/Elaboration parts of Argument Writing on the same assessment.

You can see almost the same results on the Informational/Explanatory Writing items from the 2018 AIR Test. Zero percent students in Grades 6-12, with the exception of Grade 8, scored 4/4 for Purpose/Organization. The percentage of 8th grade scoring 4/4 was only 1%. In the area of Evidence/Elaboration, 0% students in Grades 6-12, with the exceptions of Grades 7 and 8, scored 4/4. The percentage of 7th and 8th Grade scoring 4/4 was only 1%. Only 3%-4% of students in Grades 6-12 scored a 3/4 on both the Purpose/Organization and Evidence/Elaboration for Informational/Explanatory Writing.

A closer look at the comments on the Scoring Guides for the 2018 AIR Tests for Grades 6-10 repeatedly show some differences between scoring 1s and 2s in Purpose/Organization & Evidence/Elaboration sections and scoring 3s and 4s. They show that students need to do the following:

- Write Introductions that contain a thesis or claim that controls the essay
- Write Conclusions that go beyond summarizing
- Use Varied Transitional Phrases that assist with progression of ideas/organization, between and within paragraphs
- Provide Text Evidence and Elaboration of Text Evidence in the body paragraphs—they must tie evidence to main point of body paragraph and overall thesis/claim.

How to Make Gains: The conclusion to be drawn is that our students need more practice with writing.

The amount of writing our students do must increase. They should be writing daily or weekly. As called for in the Standards, they should be “writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.” In 2017, Dave Stuart, teacher and author, noted that increasing the quantity of writing was a common way to increase results on standardized tests. Writing time should be driven by exemplars that focus on the protocols required to construct fully-developed essays with the four parts noted above (introductions, conclusions, transitions, evidence/elaboration). Researchers agree that American students need to increase the amount of writing they do in school and use exemplars as models if they want to become college and career ready. In a 2016 article in *Education Weekly*, Tanya Baker from the National Writing Project noted that too many schools are only requiring students to write single paragraphs and only 16% of assignments ask students to cite text to support for their thoughts and arguments. Mike Schmoker in his book *FOCUS* calls for the use of exemplars when teaching writing because they “demistify the elements of effective writing for both students and teachers like nothing else can” (146).





READ is an acronymical approach to teaching and learning in Secondary ELA classrooms that should lead to greater success on the 2019 AIR tests. This is NOT teaching to the test; this IS teaching for Standard mastery. Therefore, it is great method for teaching and learning even if your students are not taking an AIR test. It can help them master Ohio’s Learning Standards, prepare for ACT/SAT, and target some of the areas for growth noted in this 2018 AIR Report. Pages 7 and 13 of this report informed the selection of practices included in the READ Method. Refer back to the conclusions on those two pages for added insight. Pages 15-18 will further explain the practices and offer resource links.



R-Read Complex Texts/Use Close Reading

The “R” in the READ Method calls two practices: reading grade-level complex texts and using close reading protocols and strategies.



E-Evidence & Exemplars

The “E” in the READ Method calls for using evidence-based questioning and having students use evidence to support their writing and thinking. As students are writing, they should have exemplars to lead their growth and mentor texts should be used to help students see Standards in practice.



A-Analysis & Alignment

The “A” in the READ Method calls for continual practice of breaking down text to tie to a whole (analysis) and to continually check to be sure that teaching and learning is aligned to Standards and students needs in mastering those Standards, which can be monitored with pre/post data owned by both teachers and students.



D-Daily Reading and Writing

The “D” in the READ Method calls for increasing the amount of reading and writing our students do, especially inside of class.



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R-Read Complex Texts/Use Close Reading

The “R” in the READ Method calls two practices: reading grade-level complex texts and using close reading protocols and strategies. Authentically accessing complex grade-level texts allows students to build the skills needed to master Standards and increase test scores. Providing scaffolding that preempts or replaces text does not allow students to grow literacy skills, so the majority of reading in class has to be complex and on grade level. Here are some links from the ELA 6-12 Webpage for understanding text complexity and grade level Lexiles.

[CCS Lexile Bands for Year-End Proficiency](#)

[Lexile Analyzer](#)

[Text Complexity Grade Bands](#)

[Text Complexity Tool](#)

[Understanding Text Complexity](#)

[A Beginner's Guide to Text Complexity](#)

[OLS Appendix A: Research and Key Elements/Terms \(Text Complexity on Pages 2-17\)](#)

Using close reading strategies and protocols support the reading of complex text. Close reading can be seen as an instructional strategy, a literary analysis technique, or a description of deep reading for enhanced comprehension. Here are some definitions of close reading followed by links to resources.

-**Close Reading** of text involves an investigation of a short piece of text, with multiple readings done over multiple instructional lessons.

Through text-based questions and discussion, students are guided to deeply analyze and appreciate various aspects of the text, such as key vocabulary and how its meaning is shaped by context; attention to form, tone, imagery, and/or rhetorical devices; the significance of word choice and syntax; and the discovery of different levels of meaning as passages are read multiple times. The teacher’s goal in the use of Close Reading is to gradually release responsibility to students—moving from an environment where the teacher models for students the strategies to one where students employ the strategies on their own when they read independently. In the context of a comprehensive literacy framework, Close Reading is an instructional strategy that provides modeling and guided practice of the skills and strategies needed to independently read increasingly complex text and apply newly acquired knowledge in text-based demonstrations of deep understanding. (Brown and Kappes, Aspen Institute, 2012)

-**Close reading is a literary analysis technique** where students are expected to observe carefully as they read, searching for facts and details to help them interpret the text. They are asked to interpret observations to make inferences or to support an opinion about the text.

Readers may discover and interpret theme, interactions among characters and events, irony, tone, and author’s specific word choice in a literary text. In an informational text, readers analyze authors’s use of evidence to make points and their use of claims and support. (ACT, 2006)

-**“Reading closely,”** the term that actually appears in Ohio’s Learning Standards has been interpreted as referring to reading for deep comprehension. When reading closely students activate background knowledge, read the text multiple times for different purposes, construct meaning, generate and respond to questions, engage in discussion, and contemplate ideas that arise from both text and negotiation of meaning. (Ohio’s Learning Standards, 2017)

[Close Reading Guide](#)

[Close Reading Annotation Guide](#)

[Close Reading Annotation Bookmarks](#)

[Close Reading Analysis Questions-Literary Text](#)

[Close Reading Analysis Questions-Informational Text](#)

[Close Reading Text-Dependent Questioning Guide](#)

[Close Reading Unlocking Prose](#)

[Close Reading Unlocking Poetry](#)

[Close Reading Unlocking Informational Text](#)

[Close Reading Prose and Poetry Teaching Slides](#)

[Reading Prose Teaching Slides](#)

[Reading Poetry Teaching Slides](#)

[Reading Anchor Standard 1 Insights](#)

[Reading/Analyzing Primary Documents Guide](#)

Don’t forget that CCS has a few supplemental programs that can help students access and comprehend complex text: *Progress to Success* (HS), *CommonLit* (6-12), and *Achieve3000* (6-9).





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E-Evidence & Exemplars

The “E” in the READ Method calls for using evidence-based questioning and having students use evidence to support their writing and thinking. As students are writing, they should have exemplars to lead their growth and mentor texts should be used to help students see Standards in practice. In an 2016 article in *Education Weekly*, Tanya Baker from the National Writing Project, noted only 16%

of assignments used in school ask students to cite text to support for their thoughts and arguments. Our Standards ask students to “cite specific textual evidence when writing or speaking to support conclusions drawn from the text” and to use “relevant and sufficient evidence” when writing. The Evidence/Elaboration section (4 of the 10 points) of the ODE Rubrics for Writing Arguments and Informational/Explanatory essays calls for “thorough, convincing, and credible support, citing evidence for the writer’s claim/thesis statement that includes the effective use of sources, facts, and details” (argument) and “thorough and convincing support, citing evidence for the controlling idea/thesis statement or main idea that includes the effective use of sources, facts, and details” (informational/explanatory). Unfortunately the vast majority of CCS students are only scoring 1 or 2 out of the 4 possible points for Evidence/Elaboration on the writing sections of AIR because they only provide “cursory evidence” or “provide uneven support” with only “partial use of the sources.” Students must be explicitly taught to write body paragraphs that make a point tied to their claim or thesis statement, explain that point, provide textual evidence for that point, and elaborate on the evidence. They must write those using transitional phrases that connect the points and evidence. Here are some resources from the ELA 6-12 Webpage to help with evidence-based questioning and writing fully-developed body paragraphs supported by evidence within an essay framework.

[Writing Rubric ODE Argument 6-12](#)

[Writing Rubric ODE Informative/Explanatory 6-12](#)

[Writing Rubric Argument-Model Curriculum](#)

[Argument Essay Outline](#)

[Intro/Body/Conclusion Acronym \(ABTATO PETs TOO\)](#)

[Textual Citation-Body Paragraphs High School](#)

[Textual Citation-Body Paragraphs Middle School](#)

[They Say/I Say Academic Writing Templates](#)

[Argument Writing FCAs for Grades 6-8](#)

[Informative Writing FCAs for Grades 6-8](#)

[Text-Dependent Questioning Guide](#)

[Student Friendly ODE Argument Rubric](#)

[Student Friendly ODE Informative/Explanatory Rubric](#)

[Writing Rubric Informative-Model Curriculum](#)

[Informative/Explanatory Essay Outline](#)

[Write On Essay Framework](#)

[Write On Graphic Organizer](#)

[Color Coding Writing for Support & Improvement](#)

[Transitional Words and Phrases](#)

[Argument Writing FCAs for Grades 9-12](#)

[Informative Writing FCAs for Grades 9-12](#)

[Writing Task Templates/Rubrics LCD Grades 6-12](#)

Some Links and Places to Find Exemplars and Mentor Texts

[Text Exemplars & Sample Performance Tasks \(Appendix C of Ohio’s Learning Standards\)](#)

[Student Writing Samples Achieve the Core](#)

Released Scoring Guides for AIR Tests on [Standardized Testing Page](#) (ELA 6-12 Website)

[CommonLit](#) (Access through Clever)

Some Current/Past Publications for Exemplars and Mentor Texts

[The Quickwrite Handbook 100 Mentor Texts to Jumpstart Your Students’ Thinking and Writing](#)

[Writing with Mentors: How to Reach Every Writer in the Room Using Current, Engaging Mentor Texts](#)

[Write Like This: Teaching Real-World Writing Through Modeling and Mentor Texts](#)





READ METHOD FOR AIR PREPARATION

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A-Analysis & Alignment

The “A” in the READ Method calls for continual practice of breaking down text to tie to a whole (analysis) and to continually check to be sure that teaching and learning is aligned to Standards and students needs in mastering those Standards, which can be monitored with pre/post data owned by both teachers and students.

Analysis: If you look at the Standards that are tested on the AIR tests on data charts from earlier in this report, you will notice that they all go beyond reading comprehension to analysis of reading. There are no questions aligned to Reading Standard 10 which asks students to “read and comprehend.” Most of the Standards tested ask students to answer “why” or “how.” For example, Standard RL2 wants students to determine themes, but it does not stop there. It wants students to analyze how a theme is developed and conveyed, and further how the elements that convey or develop it interact. Quite simply, they ask students to analyze—break readings into parts and show how those parts interact and relate to the whole. So, with Standard RL2, the “whole” is the theme. The “parts” can be setting, characterization, plot, etc. Since this is true of most of the Standards tested, analysis must be taught and practiced. The close reading links on Page 15 can offer strategies for looking at small parts of text to show how/why they develop overall parts of texts.

Alignment: Everyone in the classroom needs to own the Standards. Teachers need to teach them for mastery and students need to master them. On any given day both teacher and student should be able to vocalize what Standard/part of Standard is being taught and how they will know when it is mastered. The CCS Common Instructional Framework places alignment into the High Impact Strategies quadrant. This year, Teacher Clarity is the high impact strategy of focus. It states that “teachers and students understand and can articulate the Ohio Standards-Based learning intentions, instructional goals, and success criteria for the given lesson” which encompasses alignment. Here are some of the guiding questions from the CIF to think about when planning lessons for alignment.

What is the State Standard driving this unit/lesson/s?

Which Clear Learning Targets (broad and/or underpinning) drive this lesson or unit?

What do I intend for students to learn by the end of this lesson?

How will students and I know that they have met the learning intention?

How will students and the teacher know which aspects of the learning require additional support and/or enrichment?

How is this Standard assessed on the OST? What practice will students have with this level and type of assessment/application?

To think about alignment as it relates to AIR preparation specifically, know that the AIR tests are completely aligned to the Standards, so teaching the Standards is test preparation. Additionally, asking questions in classrooms that emulate the type and wording on AIR tests can be beneficial. Here are some resources/sites to help with using/writing AIR-like questions.

[Types of Questions on the AIR ELA Tests](#)

Released AIR Tests/Problems of the Day on [Standardized Testing Page \(ELA 6-12 Website\)](#)

[Achieve the Core ELA Literacy Lessons](#)

[CommonLit \(Access through Clever\)](#)

[Edulastic](#)

[Edcite](#)





READ METHOD FOR AIR PREPARATION

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D-Daily Reading and Writing

The “D” in the READ Method calls for increasing the amount of reading and writing our students do, especially inside of class. If our students are going to improve their standardized reading and writing scores and prepare for college/ career, they must read numerous texts and write routinely. The What Works Clearinghouse notes that schools should “integrate writing and reading.”

The Standards are written for that integration. Our students need to Read Daily and Write Routinely! We need to increase the number or texts our students read and the number of writings our students produce. Think about setting goals for numbers of novels read or writings produced by students at your school. The [CCS Guide to ELA 6-12 Curriculum and Writing Portfolio Requirements](#) gives a guide to number and types of writings that can be added to digital writing portfolios: “Each year, students should add around 12 short and eight longer writings to the portfolio, and formally reflect upon their writing growth.” That can serve as a starting point for conversations within English departments. Remember that independent reading goals can increase the amount of reading students do. The [Read20 Toolkit](#) offers ideas for challenging students to read 20 minutes outside of class every day. You could also increase independent reading with book talks about novels in your classroom library and setting yearly goals for the number of independent books students should read.

One thing teachers need to be sure not to do is preempt students reading and writing with too much scaffolding. Too often, teachers, with the “very best of intentions, foster a classroom environment that provides students with all of the information necessary to write essays, create projects, and take tests” on texts and students do not truly “transact with the text” (Styslinger). In other words, they may not have to actually read the text assigned. To avoid this trap, teachers can use the workshop model to make reading and writing the central activities happening daily in the ELA classroom. Here are some links/current publications to support daily reading and writing.

[Writing Workshop Resources](#)

[Workshopping the Canon](#)

[No More Fake Reading: Merging the Classics With Independent Reading to Create Joyful, Lifelong Readers](#)

[The Quickwrite Handbook 100 Mentor Texts to Jumpstart Your Students’ Thinking and Writing](#)

[Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers](#)

Here is a list of some CCS supplemental resources that can help increase reading and writing.

[Lucy Calkins’ Units of Study in Writing \(6-8\)—Kits and digital program for writing workshop](#)

[CommonLit \(6-12\) Access through Clever](#)

[TeachingBooks \(K-12\) Access at <https://www.teachingbooks.net>](#)

[Achieve3000 \(6-9\) Access through Clever](#)

[Scholastic or Lakeshore Classroom Libraries \(6-8\)](#)

[Progress to Success \(HS\)](#)

[Springboard CloseReading/Writing Workshops \(11 & 12\)](#)

[Adopted Novels in the Warehouse \(See Columbus Lists on \[TeachingBooks.net\]\(#\)\)](#)

[Supplemental Novels in the Secondary Curriculum Office \(See Columbus List on \[TeachingBooks.net\]\(#\)\)](#)

If you want to know more about the CCS supplemental resources listed above, click on the resource list below for your grade level.

[LIST OF CCS RESOURCES FOR GRADES 6-8 \(ADOPTED, SUPPLEMENTAL, AND INTERVENTION\)](#)

[LIST OF CCS RESOURCES FOR GRADES 9-12 \(ADOPTED, SUPPLEMENTAL, AND INTERVENTION\)](#)





THURSDAY TEST PREP

2018 AIR REPORT

Each month, September-March, secondary ELA teachers will have access to lessons that adhere to the **READ** Method and address some part of the growth areas for reading/writing noted in the data from this report. **Instituting these lessons as part of Thursday class time, every Thursday, will establish a routine of standardized test preparation and will increase student interactions with weaknesses shown in the data.** These lessons will be included in the weekly newsletter, emailed to all ELA secondary teachers, and will be available on the ELA 6-12 Webpage. Because these are still being produced, they will be released weekly or monthly as the year progresses.

SEPTEMBER'S FOCUS: Reading Complex Texts

Teaching students to comprehend complex text requires a variety of instructional routines. Teachers should model their thinking process during reading to call attention to text structure, word solving, and comprehension strategies, and then coach students to develop their own reading/thinking habits. Students should read independently and collaboratively with their peers to discuss the text. Students should learn to use simple graphic organizers or annotation guides that they can replicate while reading on the AIR test. The instructional strategies explored in the Thursday READ for AIR Prep lessons in September can and should be adapted to other texts throughout the year.

SEPTEMBER 20TH

INSTRUCTIONAL ROUTINES TO HELP STUDENTS COMPREHEND COMPLEX TEXTS: THINKING PROCESS FOR READING AND TEXT ANNOTATION

SEPTEMBER 27TH

INSTRUCTIONAL ROUTINES TO HELP STUDENTS COMPREHEND COMPLEX TEXTS: QUESTION QUADS AND WORD PYRAMIDS

NOTE: On TeachingBooks.net, you can access the text complexity for any book by clicking on "View text complexity for this title." These resources can provide a refresher on analyzing text complexity.

- [CCS Lexile Bands for Year-End Proficiency](#)
- [Text Complexity Grade Bands and Associated Lexile Ranges](#)
- [OLS Appendix A: Research and Key Elements/Terms \(Text Complexity on Pages 2-17\)](#)
- [Understanding Text Complexity](#)
- [Text Complexity Tool](#)
- [A Beginner's Guide to Text Complexity](#)
- [Lexile Analyzer](#)

GO TO THE [Test Prep Thursdays](#) QUICK LINK ON THE [ELA 6-12 PAGE](#) FOR ALL OF THE THURSDAY LESSONS.

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