

COLUMBUS CITY SCHOOLS-SECONDARY ENGLISH

2019 AIR REPORT

1

DATA CHARTS: READING

The data charts on **pages 2-9** show that the largest deficit for our students had little to do with the Standard alignment of questions 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 10):

Because higher text complexity of test passages resulted in lower student success, students' interaction with close reading and complex text must increase. They need to read widely from both literary and informational texts and increase close reading and analysis practice. They must Read, Write, and Discuss Every Day!

2

DATA CHARTS: WRITING

The data charts on **pages 11-13** show that there were hardly any students scoring 3s or 4s in the Purpose/Organization and Evidence/Elaboration sections of the writing rubrics for both argument and informational writing. The percentage of students scoring 3s did increase from 2018, but the highest percentage was 9%.

Conclusion (page 14):

Although there was some movement on the 2019 test, our students are still not scoring in the highest category in two writing areas. They need more practice with response-to-text argument and informative/explanatory writing and to increase the amount of writing they do each year. They must Read, Write, and Discuss Every Day!

3

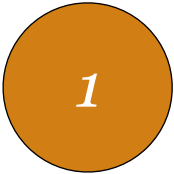
RECOMMENDATIONS

Teachers should follow the new Curriculum Maps on the ELA/English Curriculum/Instruction Webpages ([Grades 6-8/Grades 9-12](#)) to increase the amount of reading, writing, and discussion our students do in class. Also included in the Maps is an ask for weekly standardized test prep lessons. These interactions can take the form of mini-lessons, lesson integrations, or stand-alone lessons. Teachers have access to [Weekly Standardized Test Prep Thursday Lessons from 2018-19](#), a [Standardized Testing Resource Page](#), and numerous supplemental resources that can be used as Prep Tools: CommonLit, SpringBoard Workbooks, Mini- Qs, Progress to Success Workbooks (9-12), Units of Study in Writing (6-8), Edulastic, EdCite, ODE Test Site, etc.

READ, WRITE, DISCUSS EVERY DAY!



DATA CHARTS: READING LITERATURE



2019 AIR REPORT

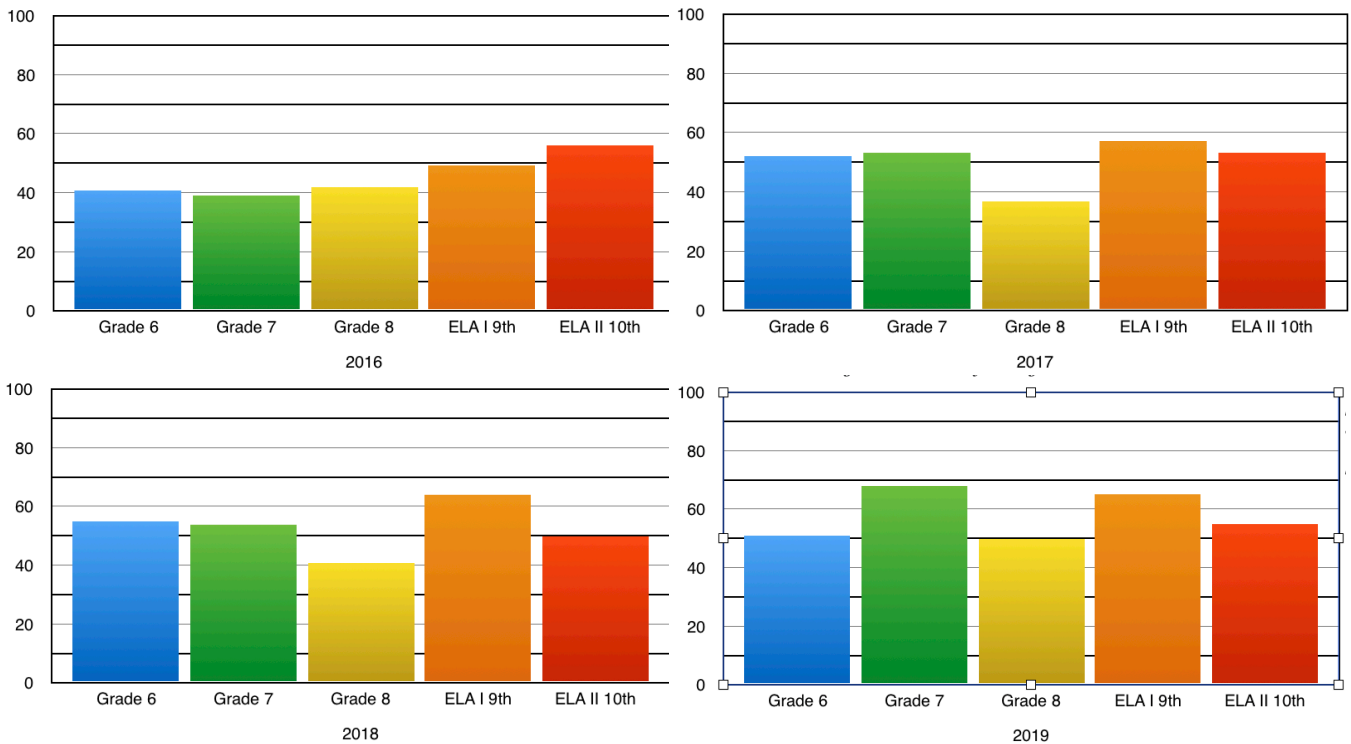
Each of the charts below deals with specific information garnered from AIR results over the past four years. The first one shows overall results, and the others focus specifically on the Reading Standards. If you want to look at all of the data used to compile these charts for a wider picture, use the links below to get folders containing yearly results. [2016 AIR Reports](#) [2017 AIR Reports](#) [2018 AIR Reports](#) [2019 AIR Reports](#)

Overall Proficiency Results on AIR ELA Assessments 2016-2019

	2015-16	2016-17	2017-18	2018-19	Four-Year Trend
Grade 6	24%	30%	27%	27%	27%
Grade 7	24%	30%	32%	36%	31%
Grade 8	25%	21%	24%	29%	25%
ELA I	29%	32%	25%	28%	29%
ELA II	31%	28%	24%	30%	28%

Cohort Growth from 2018 to 2019: 2021+5% 2022+4% 2023-3% 2024+9%

Reading Literature Proficiency Results on AIR ELA Assessments 2016-2019



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

DATA CHARTS: READING LITERATURE

2019 AIR REPORT

Reading Literature Number of Questions per Standard on Released & Practice AIR Exams 2016-2019

Standards	6th	7th	8th	9th	10th	Grades 6-10 (4 YEARS)
RL.1	6	4	3	4	6	23
RL.2	3	4	5	5	3	20
RL.3	2	4	6	6	3	21
RL.4	5	7	11	5	6	34
RL.5	7	1		6	6	20
RL.6	4	4	5	3	3	19
RL.7	1			1	1	3
RL.9	1	3	2	2	2	10

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 and 2019.

2018

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%
RL.2 Theme/ Summary	10th	69%	31%
	9th	N/A	N/A
	8th	N/A	N/A
	7th	78%	22%
	6th	84%	16%
RL.3 Plot/ Setting/ Characters	10th	53%	47%
	9th	66%	34%
	8th	53%	47%
	7th	44%	56%
	6th	N/A	N/A
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%

2019

Standard	Grade	Students Earning 0 Points	Students Earning 1 Point
RL.1 Citing Textual Evidence	10th	54%	46%
	9th	44%	56%
	8th	N/A	N/A
	7th	63%	37%
	6th	N/A	N/A
RL.2 Theme/ Summary	10th	NA	N/A
	9th	72%	28%
	8th	N/A	N/A
	7th	N/A	N/A
	6th	N/A	N/A
RL.3 Plot/ Setting/ Characters	10th	53%	47%
	9th	55%	45%
	8th	70%	30%
	7th	52%	48%
	6th	56%	44%
RL.4/L.4&5 Word Meaning & Nuance/ Figurative Language	10th	61%	39%
	9th	58%	42%
	8th	63%	37%
	7th	39%	61%
	6th	46%	54%

NOTE: Questions aligned to Language Standards based upon literary passages on the 2018 and 2019 Released Items have been included in these charts.

DATA CHARTS: READING LITERATURE

2019 AIR REPORT

Reading Literature CCS Point Percentages Earned on One-Point Questions from 2018 and 2019.

2018

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.9 Compare & Analyze Genres/Allusions	10th	76%	24%
	9th	57%	43%
	8th	N/A	N/A
	7th	62%	38%
	6th	N/A	N/A

2019

Standard	Grade	Students Earning 0 Points	Students Earning 1 Point
RL.5 Structure	10th	60%	40%
	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.6 Point of View/Perspective	10th	72%	28%
	9th	52%	48%
	8th	49%	51%
	7th	52%	48%
	6th	53%	47%
Standard	Grade	Students Earning 0 Points	Students Earning 1 Point
RL.7 Compare Mediums	10th	68%	32%
Standard	Grade	Students Earning 0 Points	Students Earning 1 Point
RL.9 Compare & Analyze Genres/Allusions	10th	78%	22%
	9th	64%	36%
	8th	41%	59%
	7th	43%	57%
	6th	84%	16%

Reading Literature CCS Point Percentages Earned on Two-Point Questions from 2018 and 2019.

2018

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

2019

Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points
RL.1 Citing textual evidence	10th	59%	18%	23%
	9th	69%	7%	24%
	8th	N/A	N/A	N/A
	7th	N/A	N/A	N/A
	6th	47%	17%	36%
Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points
RL.2 Theme/Summary	10th	61%	16%	23%
	9th	60%	14%	25%
	8th	47%	25%	28%
	7th	57%	21%	22%
	6th	51%	27%	21%
Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points
RL.3 Plot/Setting/Characters	10th	N/A	N/A	N/A
	9th	N/A	N/A	N/A
	8th	73%	10%	17%
	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.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	N/A	N/A	N/A
	6th	N/A	N/A	N/A

NOTE: Questions aligned to Language Standards based upon literary passages on the 2018 and 2019 Released Items have been included in these charts.

DATA CHARTS: READING LITERATURE

2019 AIR REPORT

Reading Literature CCS Point Percentages Earned on Two-Point Questions from 2018 and 2019.

2018					2019				
Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points	Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points
RL.5 Structure	10th	N/A	N/A	N/A	RL.5 Structure	10th	N/A	N/A	N/A
	9th	N/A	N/A	N/A		9th	70%	13%	17%
	8th	N/A	N/A	N/A		8th	N/A	N/A	N/A
	7th	N/A	N/A	N/A		7th	N/A	N/A	N/A
	6th	N/A	N/A	N/A		6th	N/A	N/A	N/A
Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points	Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points
RL.6 Point of View/ Perspective	10th	N/A	N/A	N/A	RL.6 Point of View/ Perspective	10th	N/A	N/A	N/A
	9th	N/A	N/A	N/A		9th	N/A	N/A	N/A
	8th	N/A	N/A	N/A		8th	N/A	N/A	N/A
	7th	N/A	N/A	N/A		7th	50%	27%	23%
	6th	N/A	N/A	N/A		6th	N/A	N/A	N/A
Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points	Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points
RL.9 Compare & Analyze Genres/ Allusions	10th	N/A	N/A	N/A	RL.9 Compare & Analyze Genres/ Allusions	10th	N/A	N/A	N/A
	9th	N/A	N/A	N/A		9th	N/A	N/A	N/A
	8th	50%	28%	21%		8th	N/A	N/A	N/A
	7th	44%	32%	24%		7th	N/A	N/A	N/A
	6th	N/A	N/A	N/A		6th	N/A	N/A	N/A

Reading Literature Standard Alignment for Highest and Lowest Proficiencies per Question from 2018 and 2019 Released Items.

GRADE	2018 HIGHEST PROFICIENCIES			2018 LOWEST PROFICIENCIES		
6	RL.1	RL.4/L.4&5	RL.6	RL.1	RL.2	RL.5
7	RL.3	RL.4/L.4&5	RL.5	RL.1	RL.2	RL.4/L.4&5
8	RL.1	RL.3	RL.4/L.4&5	RL.1	RL.2	RL.4/L.4&5
ELA I 9	RL.4/L.4&5	RL.5	RL.9	RL.1	RL.2	RL.3
ELA II 10	RL.3	RL.4/L.4&5	RL.5	RL.5	RL.6	RL.9

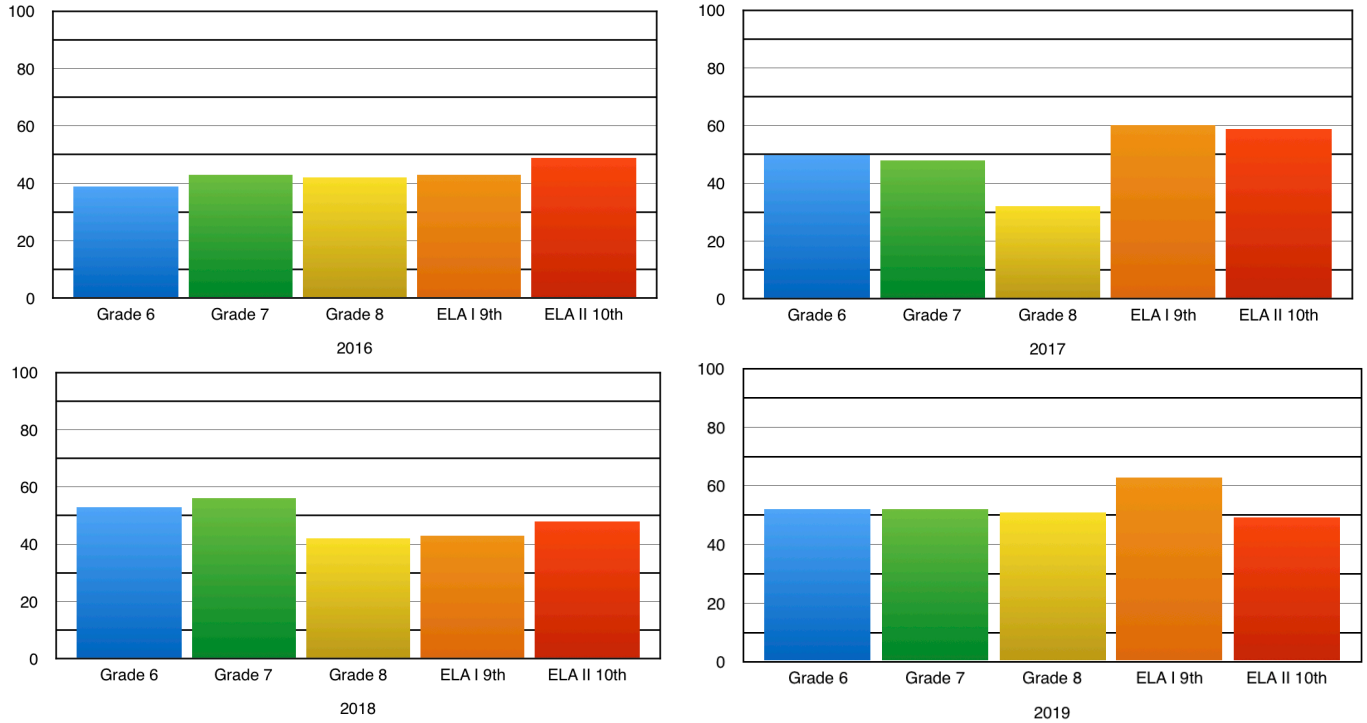
GRADE	2019 HIGHEST PROFICIENCIES			2019 LOWEST PROFICIENCIES		
6	RL.1	RL.4/L.4&5	RL.6	RL.1	RL.6	RL.9
7	RL.1	RL.6	RL.9	RL.1	RL.3	RL.6
8	RL.2	RL.4/L.4&5	RL.9	RL.2	RL.3	RL.4/L.4&5
ELA I 9	RL.1	RL.3	RL.6	RL.1	RL.2	RL.5
ELA II 10	RL.1	RL.2	RL.4/L.4&5	RL.4/L.4&5	RL.5	RL.9

2019 STANDARDS WITH HIGHEST & LOWEST AVERAGED PROFICIENCIES PER GRADE BASED ON ITEMS RELEASED:
 6TH RL.2-HIGH, RL.9 LOW 7TH RL.4/L.4&5 HIGH, RL.2 LOW 8TH RL.9 HIGH, RL.3 LOW
 9TH RL.6 HIGH, RL.5 LOW 10TH RL.1 HIGH, RL.9 LOW

DATA CHARTS: READING INFORMATIONAL TEXT

2019 AIR REPORT

Reading Informational Text Proficiency Results on AIR ELA Assessments 2016-2019



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 (4 YEARS)
RI.1	7	8	5	7	7	34
RI.2	5	6	6	5	4	26
RI.3	7	8	7	6	7	35
RI.4	8	14	7	5	7	41
RI.5	8	9	13	8	8	46
RI.6	5	4	6	5	5	25
RI.8	3	4	4	2	3	16
RI.9	4	3	2	1		10
L.4	5	3	3	3	6	20
L.5	3	3	5	2	2	15

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 INFORMATIONAL TEXT

2019 AIR REPORT

Reading Informational Text CCS Point Percentages Earned on One-Point Questions from 2018 and 2019.

2018

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%

2019

Standard	Grade	Students Earning 0 Points	Students Earning 1 Point
RI.1 Citing Textual Evidence	10th	71%	29%
	9th	58%	42%
	8th	66%	34%
	7th	70%	30%
	6th	66%	34%
Standard	Grade	Students Earning 0 Points	Students Earning 1 Point
RI.2 Central Idea/ Summary	10th	80%	20%
	9th	35%	65%
	8th	N/A	N/A
	7th	78%	22%
	6th	72%	28%
Standard	Grade	Students Earning 0 Points	Students Earning 1 Point
RI.3 Key Individual /Event/ Idea	10th	46%	54%
	9th	55%	45%
	8th	47%	53%
	7th	39%	61%
	6th	73%	27%
Standard	Grade	Students Earning 0 Points	Students Earning 1 Point
RI.4/L.4&5 Word Meaning & Technical/ Figurative Language	10th	51%	49%
	9th	60%	40%
	8th	52%	48%
	7th	36%	64%
	6th	34%	66%
Standard	Grade	Students Earning 0 Points	Students Earning 1 Point
RI.5 Structure	10th	59%	41%
	9th	64%	36%
	8th	52%	48%
	7th	49%	51%
	6th	55%	45%
Standard	Grade	Students Earning 0 Points	Students Earning 1 Point
RI.6 Point of View/ Purpose	10th	68%	32%
	9th	61%	39%
	8th	N/A	N/A
	7th	29%	71%
	6th	65%	35%
Standard	Grade	Students Earning 0 Points	Students Earning 1 Point
RI.8 Evaluate Arguments	10th	56%	44%
	9th	65%	35%
	8th	70%	30%
	7th	77%	23%
	6th	60%	40%
Standard	Grade	Students Earning 0 Points	Students Earning 1 Point
RI.9 Compare Authors' Presentation of Events	10th	N/A	N/A
	9th	62%	38%
	8th	86%	14%
	7th	61%	39%
	6th	N/A	N/A

Questions aligned to Language Standards based upon informational passages on the 2018 & 2019 Released Items have been included in these charts. Standards not listed in charts had no released questions aligned to them.

DATA CHARTS: READING INFORMATIONAL TEXT

2019 AIR REPORT

Reading Informational Text CCS Point Percentages Earned on Two-Point Questions from 2018 and 2019.

2018

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

2019

Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points
RI.1 Citing textual evidence	10th	67%	19%	14%
	9th	71%	12%	16%
	8th	33%	12%	55%
	7th	46%	34%	20%
	6th	53%	31%	16%
Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points
RI.2 Central Idea/ Summary	10th	35%	33%	32%
	9th	N/A	N/A	N/A
	8th	26%	40%	34%
	7th	77%	17%	6%
	6th	40%	24%	36%
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	65%	23%	12%
	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.4/L.4&5 Word Meaning & Technical/ Figurative Language	10th	51%	25%	25%
	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.5 Structure	10th	64%	14%	22%
	9th	70%	14%	16%
	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	N/A	N/A	N/A
	8th	48%	34%	18%
	7th	N/A	N/A	N/A
	6th	57%	27%	16%
Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points
RI.8 Evaluate Arguments	10th	55%	21%	24%
	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.9 Compare Authors' Presentation of Events	10th	N/A	N/A	N/A
	9th	N/A	N/A	N/A
	8th	N/A	N/A	N/A
	7th	50%	35%	15%
	6th	N/A	N/A	N/A

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

DATA CHARTS: READING INFORMATIONAL TEXT

2019 AIR REPORT

Reading Informational Text Standard Alignment for Highest and Lowest Proficiencies per Question from 2018 & 2019 Items.

2018

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

2019

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

2019 STANDARDS WITH HIGHEST & LOWEST AVERAGED PROFICIENCIES PER GRADE BASED ON ITEMS RELEASED:

6TH RI.4-HIGH, RI.3 LOW

7TH RI.6 HIGH, RI.2 & 7 (TIE) LOW

8TH RI.2 HIGH, RI.9 LOW

9TH RI.2 HIGH, RI.5 LOW

10TH RI.3 HIGH, RI.1 & 6 (TIE) LOW

**READ, WRITE,
DISCUSS EVERY
DAY!**



DATA CHARTS: READING CONCLUSION

2019 AIR REPORT

Reading Literary and Informational Text—Data Conclusion

Weakness: The biggest factor in determining student success on the 2019 AIR Reading questions was the students' abilities to read and comprehend grade-level complex texts. Because many of the students on the 2019 AIR test had the highest proficiencies and lowest proficiencies on questions aligned to the same Reading Standards and did not have consistent scores on the same 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: Simply put, our students must read, write, and discuss daily. It is the practice of reading varied complex texts, talking about those texts, and writing about those texts that will give our students the experience and stamina to do well.

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, author of *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. **READ, WRITE, DISCUSS EVERY DAY!**



DATA CHARTS: WRITING

2019 AIR REPORT

2

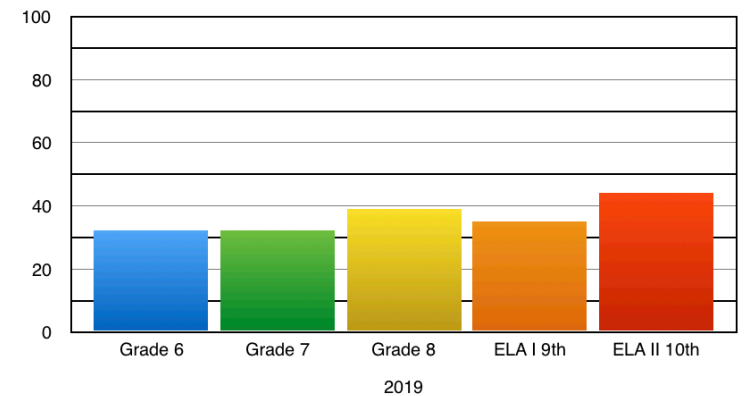
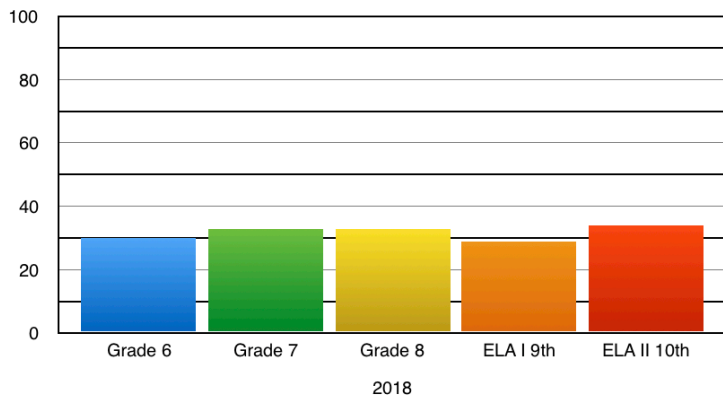
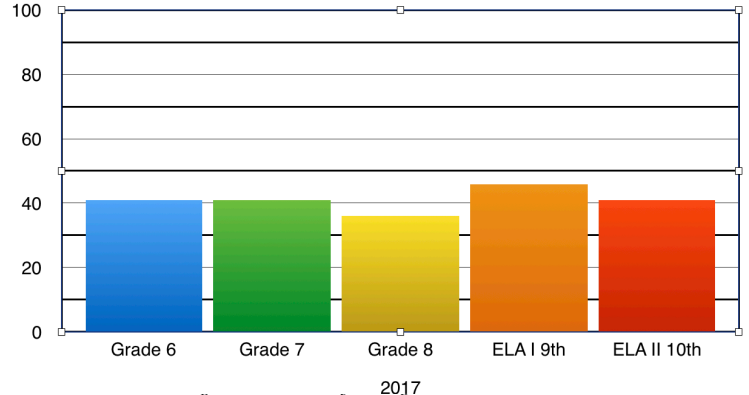
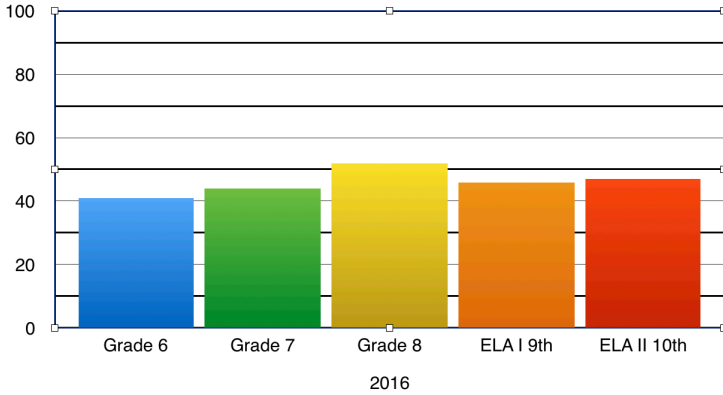
Each of the charts below deals with specific information garnered from AIR results over the past four years. The first one shows overall results, and the others focus specifically on the Writing Standards. If you want to look at all of the data used to compile these charts for a wider picture, use the links below to get folders containing yearly results. [2016 AIR Reports](#) [2017 AIR Reports](#) [2018 AIR Reports](#) [2019 AIR Reports](#)

Overall Proficiency Results on AIR ELA Assessments 2016-2019

	2015-16	2016-17	2017-18	2018-19	Four-Year Trend
Grade 6	24%	30%	27%	27%	27%
Grade 7	24%	30%	32%	36%	31%
Grade 8	25%	21%	24%	29%	25%
ELA I	29%	32%	25%	28%	29%
ELA II	31%	28%	24%	30%	28%

Cohort Growth from 2017-2018: 2021+5% 2022+4% 2023-3% 2024+9%

Writing Proficiency Results on AIR ELA Assessments 2016-2019



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

DATA CHARTS: WRITING

2019 AIR REPORT

Writing Number of Questions per Standard on Released & Practice AIR Exams 2016-2019

Standards	6th	7th	8th	9th	10th	Grades 6-10 (4 YEARS)
W.1	2	2	3	2	2	11
W.2	3	3	2	4	3	15

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 fully-developed essays.

Writing (W.1) CCS Point Percentages Earned on Argument Writing Questions from 2018 and 2019.

2018	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%		

2019	Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points	Earning 3 Points	Earning 4 Points
W.1 Purpose/Organization		10th	8%	64%	26%	3%	0%
		9th	7%	60%	29%	4%	0%
		8th	2%	57%	36%	5%	0%
		7th	7%	62%	27%	3%	0%
		6th	8%	55%	29%	7%	1%
W.1 Evidence/Elaboration		10th	16%	51%	30%	3%	0%
		9th	17%	45%	32%	6%	0%
		8th	6%	63%	29%	2%	0%
		7th	11%	63%	22%	3%	0%
		6th	15%	49%	33%	3%	0%
W.1 Conventions		10th	24%	40%	36%		
		9th	19%	44%	37%		
		8th	11%	43%	46%		
		7th	23%	41%	36%		
		6th	18%	35%	47%		

DATA CHARTS: WRITING

2019 AIR REPORT

Writing (W.2) CCS Point Percentages Earned on Informational/Explanatory Writing Questions from 2018 and 2019.

2018		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%		
2019		Standard	Grade	Earning 0 Points	Earning 1 Point	Earning 2 Points	Earning 3 Points	Earning 4 Points
W.2 Purpose/ Organization		10th		32%	43%	21%	4%	0%
		9th		17%	46%	29%	7%	0%
		8th		6%	50%	34%	9%	0%
		7th		11%	62%	21%	6%	0%
		6th		9%	65%	20%	5%	1%
W.2 Evidence/ Elaboration		10th		34%	42%	20%	4%	0%
		9th		21%	45%	26%	7%	0%
		8th		5%	55%	36%	9%	0%
		7th		8%	68%	21%	3%	0%
		6th		11%	64%	20%	4%	1%
W.2 Conventions		10th		29%	30%	41%		
		9th		28%	44%	29%		
		8th		13%	42%	45%		
		7th		18%	51%	31%		
		6th		17%	44%	39%		

Writing Area (ODE Rubric Section) of Most Growth from 2018 to 2019

GRADE	ARGUMENT GROWTH AREA	INFORMATIVE GROWTH AREA
6	CONVENTIONS	CONVENTIONS
7	CONVENTIONS	No Growth
8	PURPOSE/ORGANIZATION	EVIDENCE/ELABORATION
ELA I 9	PURPOSE/ORGANIZATION	EVIDENCE/ELABORATION
ELA II 10	EVIDENCE/ELABORATION	EVIDENCE/ELABORATION

DATA CHARTS: WRITING CONCLUSION

2019 AIR REPORT

Writing Argument and Informational/Explanatory – Data Conclusion

Weakness: On the released Argument Writing items from the 2019 AIR Test, 0% of our students in Grades 6-12 scored a 4 out of 4 on the Purpose/Organization part of the writing (with the exception of 6th grade at 1%) and 0% of our students in Grades 6-12 scored a 4 out of 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. In addition, although the percentage of students who scored 3 out of 4 on both the Purpose/Organization and Evidence/Elaboration parts of Argument Writing was higher than the 2018 AIR tests, only 1%-7% had that score.

You can see almost the same results on the Informational/Explanatory Writing items from the 2019 AIR Test. Zero percent students in Grades 6-12, with the exception of Grade 6 at 1%, scored 4 out of 4 for Purpose/Organization and Evidence/Elaboration. Although higher than percentages in 2018, we still have only 3%-9% of students in Grades 6-12 who scored a 3 out of 4 on both the Purpose/Organization and Evidence/Elaboration for Informational/Explanatory Writing.

In the area of conventions, our students scoring full points ranged between 29 to 47%.

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 and produce at least 6-9 longer pieces and 12-14 shorter writings throughout the year with an emphasis on response-to-text argument and informational essays. 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 introductions, conclusions, transitions, and bodies that have 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 an 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 “demystify the elements of effective writing for both students and teachers like nothing else can” (146). Teachers should be sure to help students master 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.

READ, WRITE, DISCUSS EVERY DAY!

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