

KANSAS DEPARTMENT OF EDUCATION READING ASSESSMENT TEXT STRUCTURE QUESTIONS AND ANSWERS

Why can't all of the changes happen this year?

The text structure indicator includes 4 items at grade 3 and 6 items at grades 4 – HS— for all text types. The table below shows the total percent of questions asked at each grade for the text structure indicator across the text types.

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS
1.4.6 Identifies Text Structures	6.8% 4 items	8.1% 6 items	8.1% 6 items	7.5% 6 items	7.1% 6 items	7.2% 6 items	7.4% 6 items

In reality, if we changed all forms of the assessment we would have to redo cut scores. We would not be able to compare the previous year's assessment to this year's assessment, in affect creating a new testing cycle.

Therefore, these are the changes in text structure items that can be made at this time:

For **existing** forms of the assessment already developed

- Remove text structure items (1.4.6) from narrative passages on developed forms of the state assessment at grades 3-6.
- Text structure items (1.4.6) will remain for narrative passages on developed forms of the state assessment at grades 7 – HS.

For **new/future** forms of the assessment

- Text structure items (1.4.6) will no longer be developed for narrative passages for the state assessment at any grade level, grades 3 – HS.
- Text structure (1.4.6) will be assessed in expository at grade 3, expository and technical at grade 4, and expository, technical, and persuasive at grades 5 – HS.
- Only assess text structure (1.4.6) in a paragraph at grade 3.
- Use “sequence” as an answer choice rather than “sequence of events” or “series of steps.”
- Do not use “problem-solution” and “cause-effect” as answer choices in the same item.

Should teachers prepare as usual for text structure items in narrative text, in case students get the already developed versions of the test?

No at Grades 3-5: This is not an issue for grades 3-5 because all items assessing text structure in narrative passages have been removed from all developed and new/future forms of the assessments.

Yes at Grades 7-HS: For grades 6-HS the reading committee determined to keep the text structure items in narrative passages on existing forms. The questions were deemed to be appropriate at these levels. At grades 7-HS narrative text structure questions go beyond the simple identification of text structure typical of the text structure

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questions posed at grades 3-6. Items on the 7-HS assessments focus on the author's use of text structure to develop the author's purpose. The reader is asked to analyze how text structure helps support comprehension of the text. Examples of these items are found in the revised flip charts 7-HS.

Because questions about narrative text structure will remain on existing assessments 7-HS and those assessments will continue in use as new forms are developed, teachers of those grade levels are advised to continue to prepare students for narrative text structure items, even though new narrative text structure items will not be developed for future forms of the assessments, 3-HS.

Should teachers continue to prepare students for the appearance of “problem solution” and “cause and effect” together in the same item or for “sequence of events” and “series of steps” in the same item?

Yes. There remain a few items across existing forms where answer choices contain both “problem-solution” and “cause and effect” or both “sequence of events” and “series of steps.” Assessments containing these answer choices were modified to the extent possible without affecting the psychometric integrity of the assessments as a whole; however, existing forms of the test on which these choices appear together will continue to remain in use, even though new test forms will not contain those choices together.

Again, to eliminate the items containing such choices would necessitate re-setting cut scores, something we cannot do at present. Although teachers are concerned about the confusion these items can cause students, in actual practice assessment statistics indicate that students 3-5 are handling these few items well.

The best advice overall is to provide explicit instruction and practice for students to recognize different text structures. Students should be encouraged to identify the overriding text structure. Please find more instructional support on the Kansas Department of Education's Reading Resource webpage at <http://www.ksde.org/Default.aspx?tabid=160> .