

## Appendix A2

### English/Language Arts Categories Guide

**Scorer** \_\_\_\_\_

**Date** \_\_\_\_\_

**Test name** \_\_\_\_\_

**Total E/LA Time limit** \_\_\_\_\_

*Add together the times for all portions of the English/language arts section of the test.*

**Total Number of E/LA questions** \_\_\_\_\_

*Add together the number of questions for all portions of The English/language arts section of the test.*

**Other administration conditions** (e.g.,

\_\_\_\_\_

**Skills included:** \_\_\_reading, \_\_\_editing, \_\_\_writing

*The 'writing' section measures the skill necessary for composition including, grammar, diction, style*

**Weight of each subject:** \_\_\_reading, \_\_\_editing, \_\_\_writing, \_\_\_ not stated.

*Can sometimes be found in the descriptive material about the test; however, this information is not always stated.*

## READING

### Number of items for the reading section. \_\_\_\_\_

If the reading section is interrupted by other sections, combine the reading sections, and enter the total number of questions allotted to reading assessment.

### Time limit for the reading section. \_\_\_\_\_

If the reading section is broken by other sections, combine the times, and enter the total time allotted to reading assessment.

### Item type

- \_\_\_\_\_ MC (*Multiple Choice*)
- \_\_\_\_\_ OR, short (*Open Response, short - e.g., fill in the blank with your own best answer*)
- \_\_\_\_\_ OR, short with justification (*e.g., fill in the blank with your own best answer and explain why you answered as you did*)
- \_\_\_\_\_ OE, extended (*includes essays (e.g., paragraph, short essay, long essay)*)

### Passage number

*If passages are not numbered, number them consecutively from the beginning- of the reading section. Start with number one.*

*If questions are based on more than one passage, list the passage numbers on the same line. E.g., if questions refer to Excerpt 1 and Excerpt 2, list the passage number as 1/2.*

### Voice

- \_\_\_\_\_ Narrative - *stories, personal accounts, personal anecdotes (e.g., recollection of personal anecdote), expressing a personal view (e.g., write an essay about an experience or person that changed your life)*
- \_\_\_\_\_ Descriptive - *describes person, place, or thing (e.g., describe a piece of furniture in your home)*
- \_\_\_\_\_ Persuasive - *attempt to influence others to take some action or to influence someone's attitudes or ideas (e.g., write an essay taking the position that people should give up smoking)*
- \_\_\_\_\_ Informative - *Share knowledge; convey messages, provide information on a topic, instructions for performing a task (e.g., discuss the problems of introducing technology into third world countries)*

## Topic

- \_\_\_ Fiction (a story, poem)
- \_\_\_ Humanities (e.g., artwork of Vincent Van Gogh)
- \_\_\_ Natural sciences (e.g., the reproductive process of fish)
- \_\_\_ Social sciences (e.g., one man, one vote; cost effectiveness of heart transplants)
- \_\_\_ Personal (e.g., diary account of death of a parent)

## Genre

- \_\_\_ Letters
- \_\_\_ Essays
- \_\_\_ Poems
- \_\_\_ Stories
- \_\_\_ Reports
- \_\_\_ Pictures
- \_\_\_ Graphs

Reading skills - Identify one skill for each item

### 1. Recognize, recall, summarize

Answer can be found directly in the text, or by using the definitions of words or literary devices, or by applying grammatical rules.

E.g.,

- \_\_\_ define
- \_\_\_ identify literary devices
- \_\_\_ correct grammar
- \_\_\_ search for information in text - identify important details

### 2. Analyze, infer, interpret

Interpret what is already written.

E.g.,

- \_\_\_ identify underlying assumptions
- \_\_\_ relate ideas/opinions in sections of a passage
- \_\_\_ compare characters, ideas, or styles
- \_\_\_ identify cause-effect relationships
- \_\_\_ identify main point of passage/paragraph
- \_\_\_ identify author's point of view
- \_\_\_ generalize about passage content
- \_\_\_ determine meaning from context
- \_\_\_ discerning connections and relationships among ideas within the text
- \_\_\_ relating personal knowledge to text ideas
- \_\_\_ analogies

### 3. Evaluate style, content, organization

Improve the way the material is written.

E.g.,

- \_\_\_ Style - how text conveys information, expresses ideas or feelings, or communicates a message
- \_\_\_ Content - Insightfulness, analytic proficiency
- \_\_\_ Organization - logical presentation (SAT), development of ideas (SAT), use of appropriate supporting examples (SAT)

## EDITING:

### Number of items for the editing section \_\_\_\_\_

If the editing writing section is interrupted by other sections, combine the editing sections, and enter the total number of questions allotted to editing.

### Time limit for the editing section. \_\_\_\_\_

If the editing section is broken by other sections, combine the times, and enter the total time allotted to editing assessment.

### Item type

- \_\_\_ MC (*Multiple Choice*)
- \_\_\_ OR, short (*Open Response, short - e.g., fill in the blank with your own best answer*)
- \_\_\_ OR, short with justification, (*e.g., fill in the blank with your own best answer and explain why you answered as you did*)

### Passage Level (Answer only if prompt for questions is a passage)

**Voice of writing** - Answer only if passage (not sentence) used as prompt

- \_\_\_ Narrative - *stories, personal accounts, personal anecdotes (e.g., recollection of personal anecdote), expressing a personal view (e.g., write an essay about an experience or person that changed your life)*
- \_\_\_ Descriptive - *describes person, place, or thing (e.g., describe a piece of furniture in your home)*

\_\_\_ Persuasive - *attempt to influence others to take some action or to influence someone's attitudes or ideas (e.g., write an essay taking the position that people should give up smoking)*

\_\_\_ Informative - *Share knowledge; convey messages, provide information on a topic, instructions for performing a task (e.g., discuss the problems of introducing technology into third world countries)*

**Topic** - Answer only if passage (not sentence) used as prompt

- \_\_\_ Fiction (a story, poem)
- \_\_\_ Humanities (e.g., artwork of Vincent Van Gogh)
- \_\_\_ Natural sciences (e.g., the reproductive process of fish)
- \_\_\_ Social sciences (e.g., one man, one vote; cost effectiveness of heart transplants)
- \_\_\_ Personal (e.g., diary account of death of a parent)

**Genre** - Answer only if passage (not sentence) used as prompt

- \_\_\_ Letters
- \_\_\_ Essays
- \_\_\_ Poems
- \_\_\_ Graphs

## Item-level

### 1. Recognize, recall, summarize

*Answer can be found, directly in the text, or by using the definitions of words or literary devices, or by applying grammatical rules.*

E.g.,

- \_\_\_ define
- \_\_\_ identify literary devices
- \_\_\_ correct grammar
- \_\_\_ search for information in text -  
identify important details

### 2. Analyze, infer, interpret

Interpret what is already written.

E.g.,

- \_\_\_ identify underlying assumptions
- \_\_\_ relate ideas/opinions in sections of  
a passage
- \_\_\_ compare characters, ideas, or styles
- \_\_\_ identify cause-effect relationships
- \_\_\_ identify main point of  
passage/paragraph
- \_\_\_ identify author's point of view
- \_\_\_ generalize about passage content
- \_\_\_ determine meaning from context
- \_\_\_ discerning connections and  
relationships among ideas within  
the text
- \_\_\_ relating personal knowledge to text  
ideas
- \_\_\_ analogies

### 3. Evaluate style, content, organization

Improve the way the material is written.

E.g.,

- \_\_\_\_\_ Style - how text conveys information, expresses ideas or feelings, or communicates a message
- \_\_\_\_\_ Content - Insightfulness, analytic proficiency
- \_\_\_\_\_ Organization - logical presentation (SAT), development of ideas (SAT), use of appropriate supporting examples (SAT)
- \_\_\_\_\_ Mechanics/Usage - grammar, word choice, idiom, punctuation  
If grammatically incorrect and has stylistic problems, code as a mechanics/usage question
- \_\_\_\_\_ Rhetorical skills - clarity, precision, style, sentence structure, organization, development, relationships between words, sentence logic, syntax

### Editing Question Format and Content

- \_\_\_\_\_ Select correct grammar, punctuation, capitalization, spelling, word choice, use of language, vocabulary, sentence structure, etc., from list of choices or identify errors of grammar, usage, diction, and idiom
- \_\_\_\_\_ Fill in sentence blanks (displaying knowledge of word meanings, context, sentence logic }
- \_\_\_\_\_ Analogy - select pair that best matches relationship of words in the original pair
- \_\_\_\_\_ Rearrange words to improve sentence
- \_\_\_\_\_ Rearrange sentences to improve paragraph.

## WRITING

**Number of writing samples** \_\_\_\_\_

**Time limit: per writing sample** \_\_\_\_\_

**Length per writing sample**  
\_\_\_\_\_

### Genre

- Letter
- Essay, biography, autobiography
- Poem
- Report
- Picture
- Graph

### Topic

- Fiction (a. story, poem)
- Humanities (e.g., artwork or Vincent Van Gogh)
- Natural sciences (e.g., the reproductive process of fish)
- Social sciences (e.g., one man, one vote; cost effectiveness of heart transplants)
- Personal (e.g., diary account of death of a parent)

Steps in writing process

### Genre

- Essay (compare and contrast, historical development, discuss an idea)
- Letter
- Story
- Report
- Personal experience, opinion
- Information learned at school
- New information

### Writing procedures assessed

- Prewriting/planning
- Drafting
- Revising
- Editing
- None specified

### Scoring criteria for writing samples

- Mechanics: grammar, punctuation, capitalization, spelling
- Word choice, use of language, vocabulary, sentence structure
- Organization, logical presentation (SAT), development of ideas (SAT), use of appropriate supporting examples (SAT)
- Style, voice, attention to audience
- Insightfulness, analytic proficiency, accurate understanding of stimulus passage