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 or 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