



Translating Data Into Results: The Extended Constructed Response

An In-Depth Analysis

Hello! I'm...

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Today, we will:

- Review how the Extended Constructed Response is graded
- Describe the hybrid scoring model
- Analyze how both Venus ISD and all Texas students performed on the Extended Constructed Response
- Review and analyze actual student responses and scores
- Collaborate and discuss what we can learn from the data and how it can be applied to instruction

01

**How is the Extended
Constructed Response
Graded?**

Did you know?

3rd-5th Grade RLA:

The ECR is worth 10 points out of 52 total, or 19% of the assessment.

6th-8th Grade RLA:

The ECR is worth 10 points out of 56 total, or 18% of the assessment.

Eng 1 & 2 EOC:

The ECR is worth 10 points out of 64 total, or 16% of the assessment.

The ECR Rubric

Organization & Development of Ideas

Score Point	Descriptors
3	<ul style="list-style-type: none"> Controlling idea/Thesis is clear and fully developed Organization is effective Evidence is specific, well chosen, and relevant Expression of ideas is clear and effective
2	<ul style="list-style-type: none"> Controlling idea/Thesis is present and partially developed Organization is limited Evidence is limited and may include some irrelevant information Expression of ideas is basic
1	<ul style="list-style-type: none"> Controlling idea/Thesis is evident but not developed Organization is minimal and/or weak Evidence is insufficient and/or mostly irrelevant Expression of ideas is ineffective
0	<ul style="list-style-type: none"> A controlling idea/thesis may be evident The response lacks an introduction and conclusion An organizational structure is not evident Evidence is not provided or is irrelevant. The response reflects a lack of understanding of the writing purpose The expression of ideas is unclear and/or incoherent. <p><u>Please note that if a response receives a score point 0 in the Development and Organization of Ideas trait, the response will also earn 0 points in the Conventions trait.</u></p>

Conventions

Score Point	Descriptors
2	Student writing demonstrates consistent command of grade-level appropriate conventions, including correct sentence construction, punctuation, capitalization, grammar, and spelling. The response has few errors, but those errors do not impact the clarity of the writing.
1	Student writing demonstrates inconsistent command of grade-level appropriate conventions, including limited use of correct sentence construction, punctuation, capitalization, grammar, and spelling. The response has several errors, but the reader can understand the writer's thoughts.
0	Student writing demonstrates little to no command of grade-level appropriate conventions, including infrequent use of or no evidence of correct sentence construction, punctuation, capitalization, grammar, and spelling. The response has many errors, and these errors impact the clarity of the writing and the reader's understanding of the writing

02

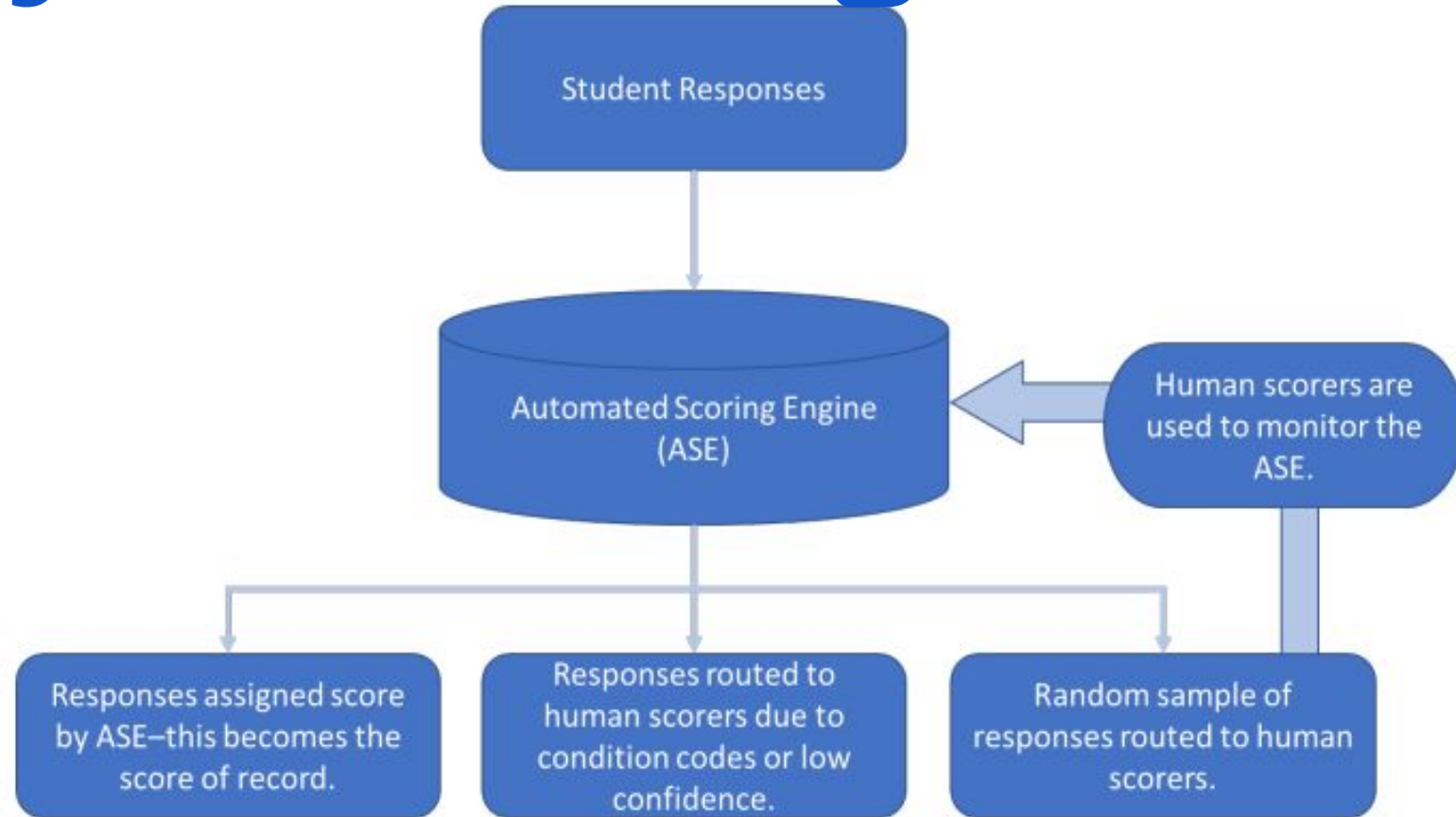
What is the hybrid scoring model?

Hybrid Scoring Process

ASE=
Automated Scoring Engine

- All student responses are scored for the first time by the ASE.
- At least 25 percent of student responses for each grade/subject and course are then routed to trained human scorers. This set of second scores by human scorers is used to monitor the ASE scoring.
- Student responses that the ASE assigns condition codes (e.g., use words not seen in the responses used to train the ASE) or that are identified as “low confidence” are routed to trained human scorers. The low confidence responses are often those responses that are on the border between two score points.

Hybrid Scoring Process



Hybrid Scoring Notes

- The ASE is “trained” on student responses and human scores. It is trained to emulate how humans would score student responses for each constructed-response question. TEA evaluates the performance of the ASE for each question using a subset of student responses and corresponding scores that the ASE has not processed.
- Student responses to all CR questions for STAAR Spanish assessments are 100 percent human scored and do not get scored by the ASE.

Condition Codes

1

Blank or too few words

2

Mostly duplicated text

3

Written in another language

4

Consists primarily of stimulus material

5

Uses language patterns that indicate off-topic or off-task responses

6

Uses vocabulary not used in the subset of ASE-training responses

03

**How did students perform
on the ECR?**

December 2023 EOC

English 1 EOC

65 students tested

Of those 65, 34 students received a 0 for the following reasons:

- 23 total "0" scores based on student responses
- 4 students left it completely blank- received a 0
- 7 students received a 0 due to writing in another language OR too much text directly copied from the text

English 2 EOC

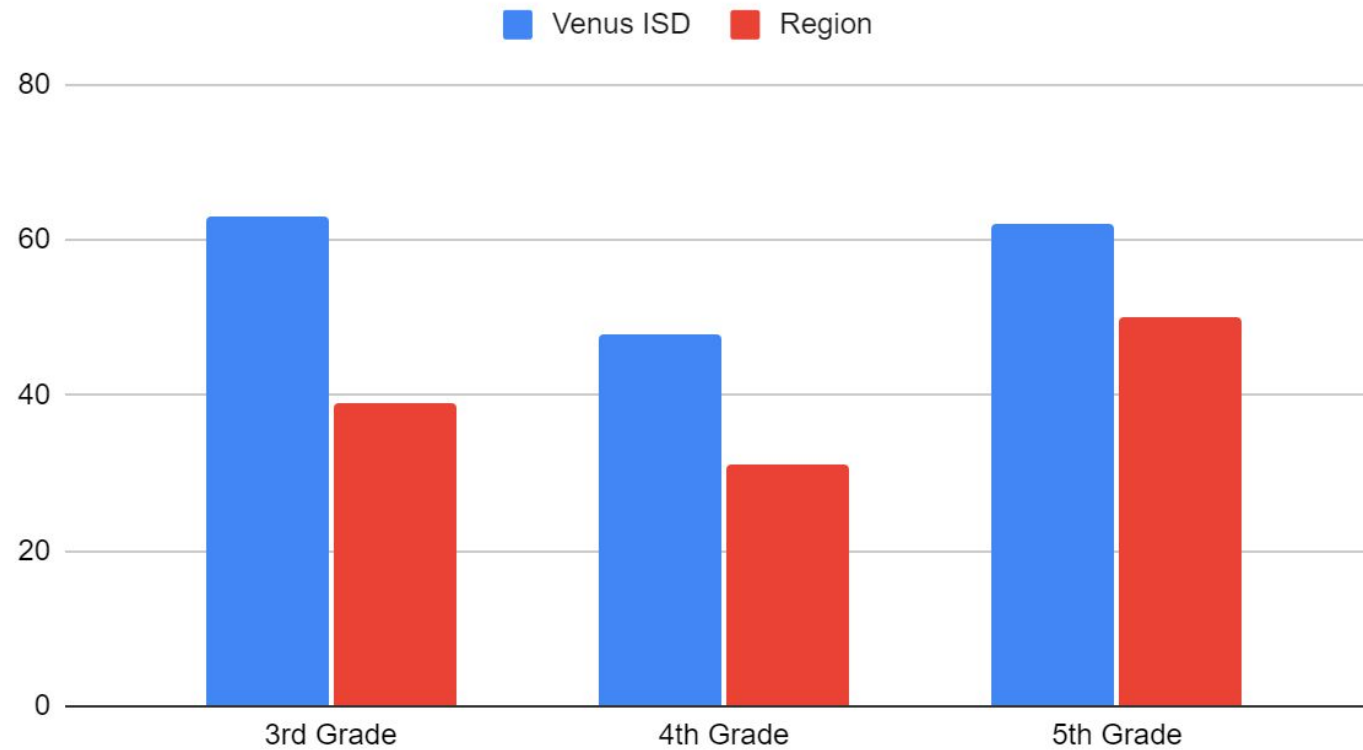
41 students tested

Of those 41, 35 students received a 0 for the following reasons:

- 26 total "0" scores based on student responses
- 1 student left it completely blank- received a 0
- 8 students received a 0 due to writing in another language OR too much text directly copied from the text

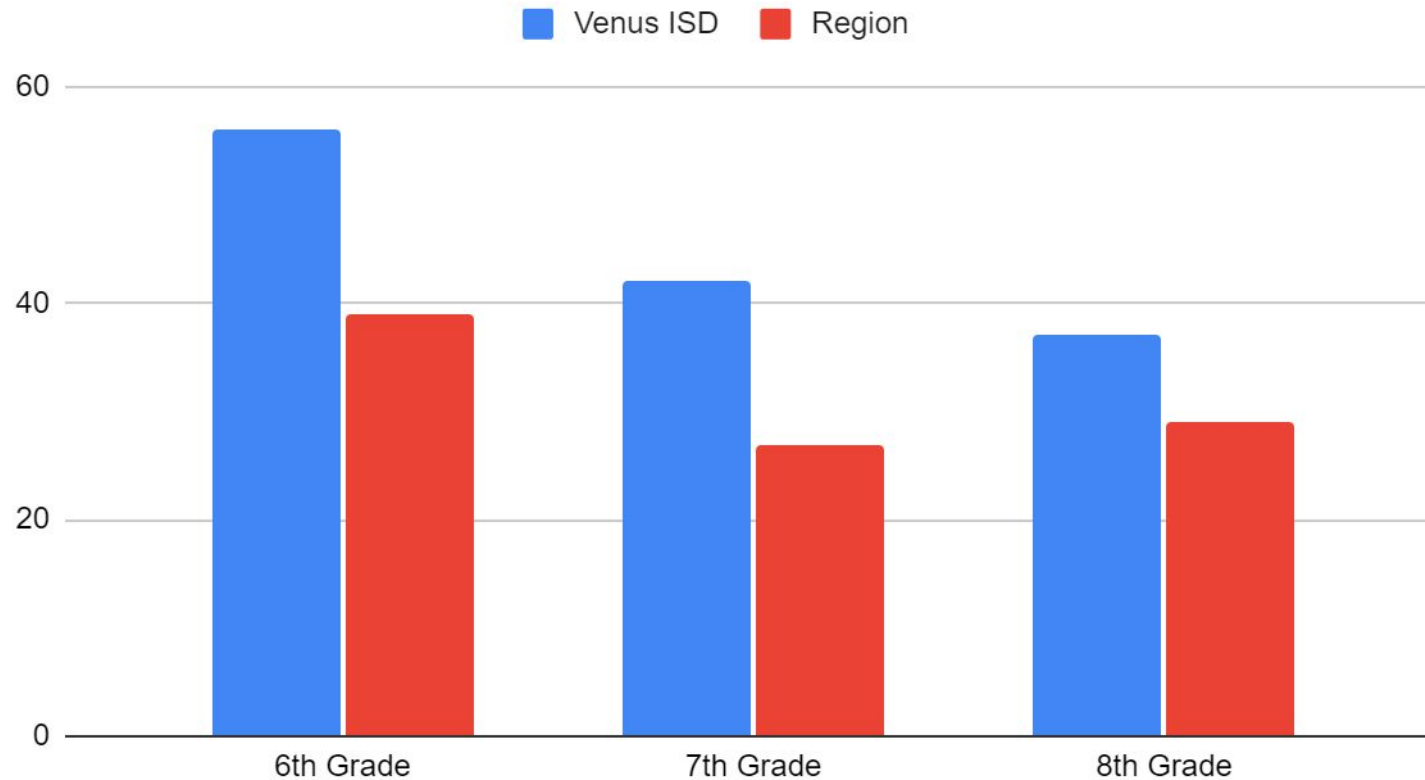
Spring 2024 3rd-5th Grade ECR Results

% of Students Scored 0 in 3rd-5th Grades



Spring 2024 6th-8th Grade ECR Results

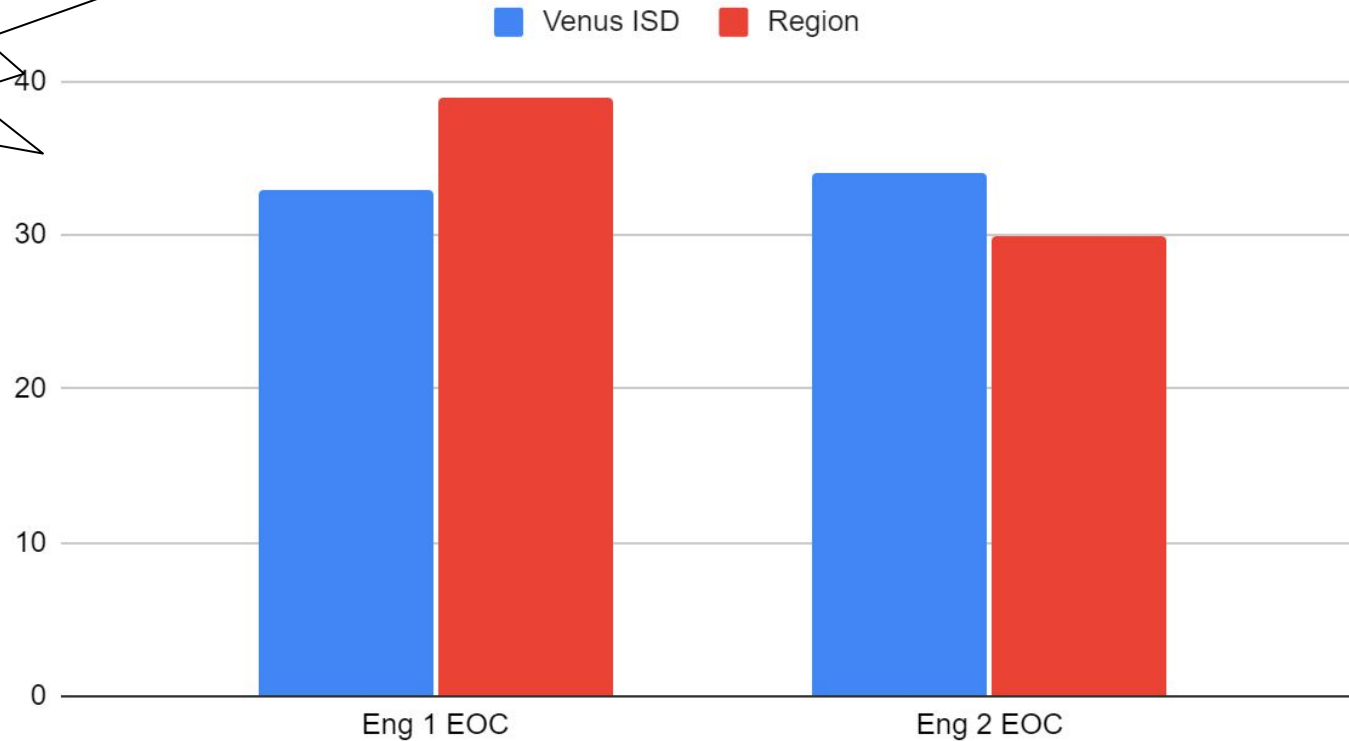
% of Students Scored 0 in 6th-8th Grades



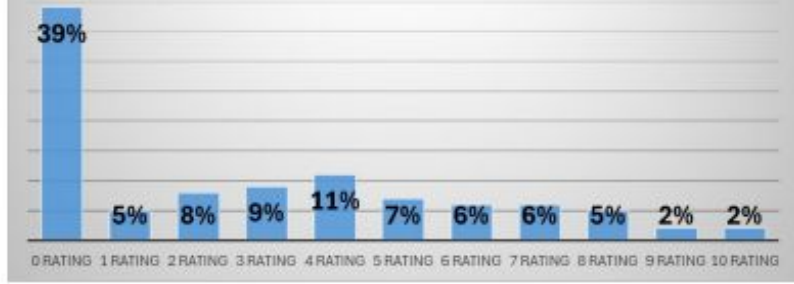
Spring 2024 Eng 1 & 2 EOC ECR Results

Overall, we had fewer 0 scores and a higher ECR average than the state in English 1!

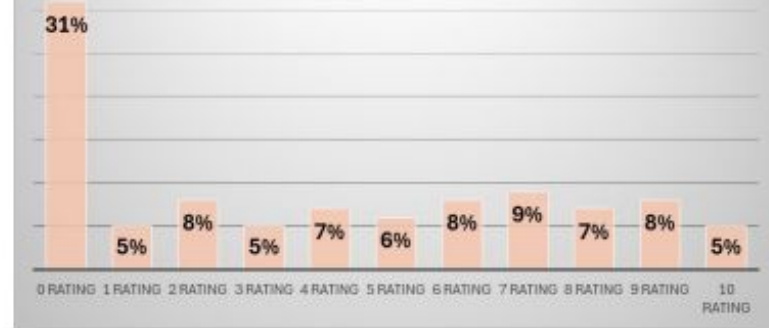
% of Students Scored 0 on Eng 1 & 2 EOCs



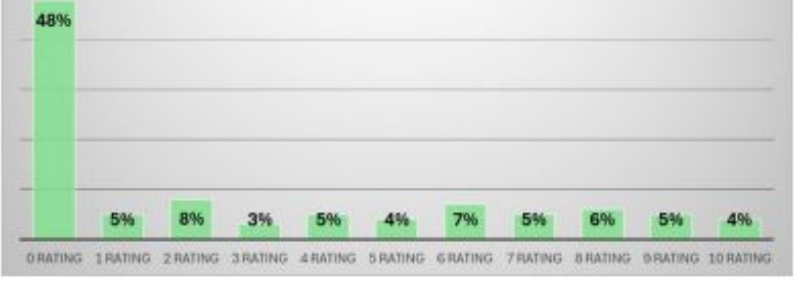
STATE-Grade 3



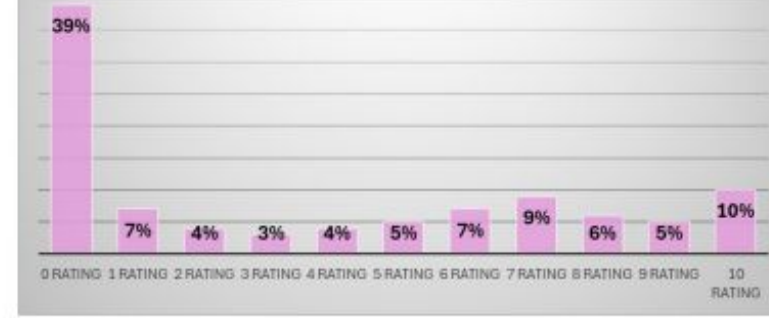
STATE-Grade 4

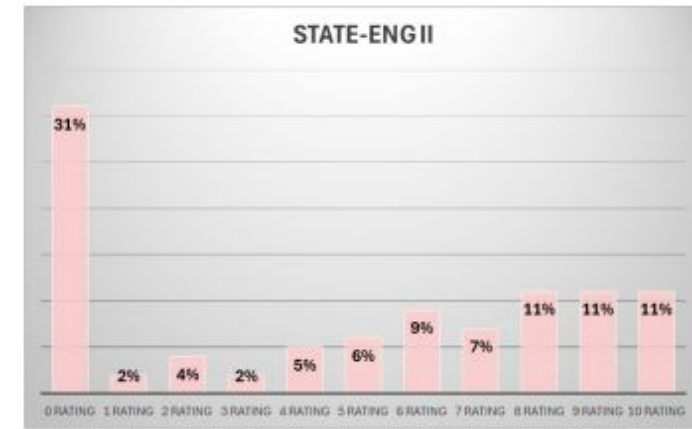
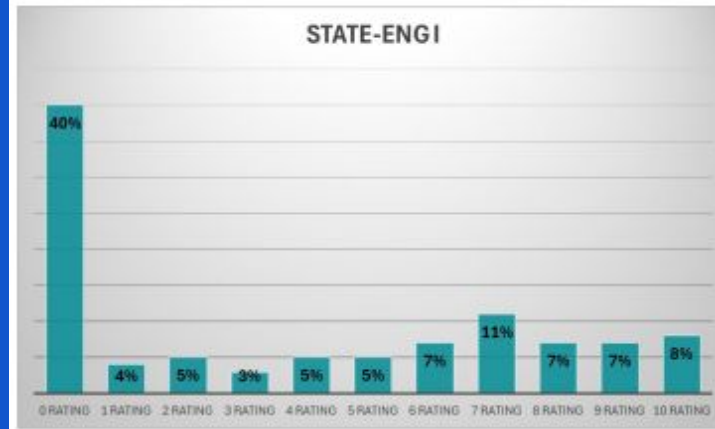
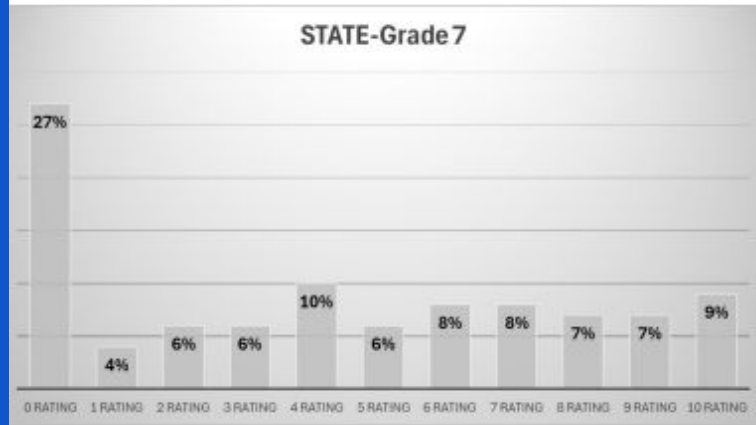


STATE-Grade 5



STATE-Grade 6





Complete ECR Results

Check out
the data!

Complete 3rd-10th
Grade Scoring
Breakdown for
Region 11

Texas State ECR
Data

04

Let's calibrate!

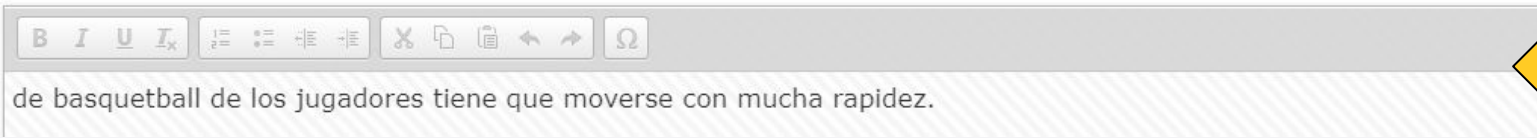
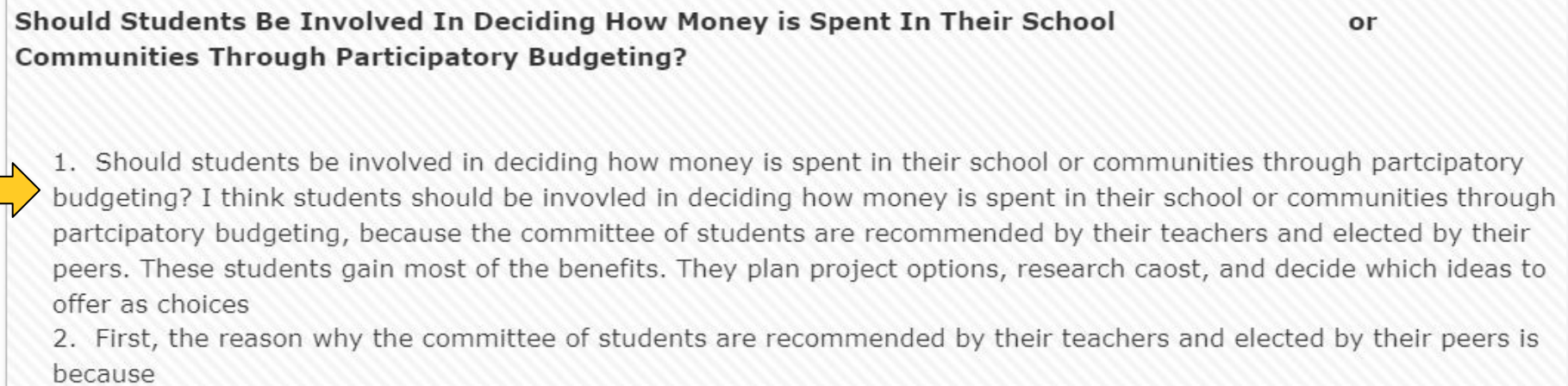
Review: Reasons an ECR is assigned a 0 condition code

Refuses to Write →



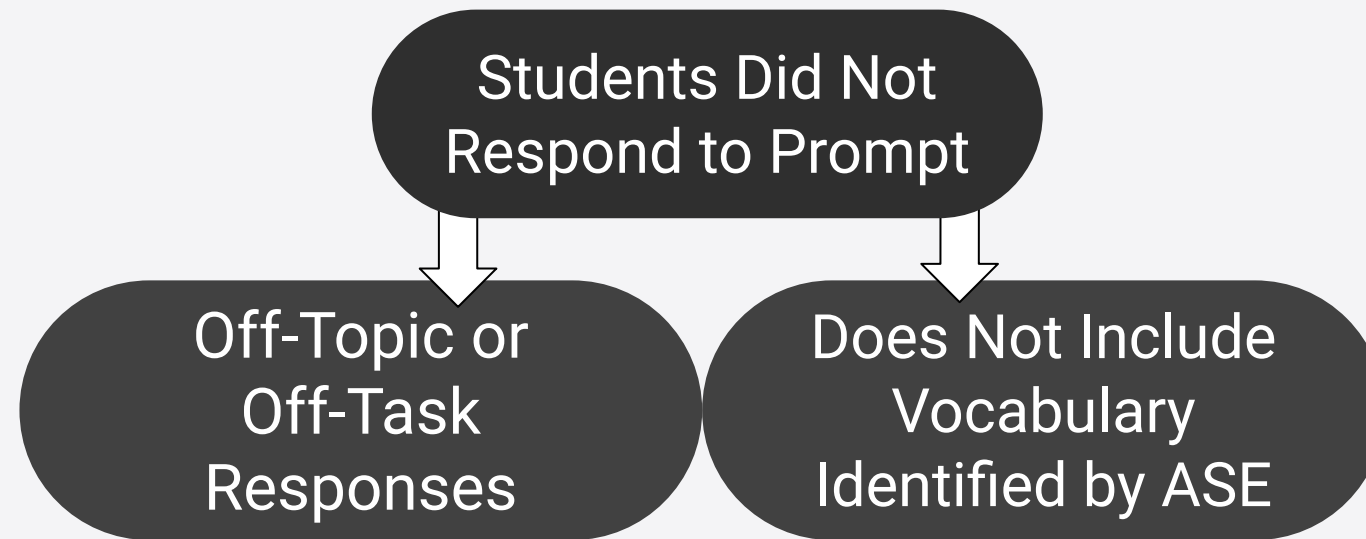
← Insufficient Response

Not Enough Original Writing (Too Much Directly Copied Text) →



← Written in another language

What is the #1 reason that Venus ISD students received a 0 on their extended constructed responses?



Calibration

4th Grade: Pages 1-3

7th Grade: Pages 4-8

English 1 EOC: Pages 9-12





05

**Reflection & Instructional
Implications**

Knowing how ECRs are scored, will this change writing instruction?

Why or why not?

If so, how?

Strategy #1 : Identify the problem(s)

**“The first step in fixing any
problem is recognizing there is
one.”**

Access & analyze student data
Get feedback from teachers
Get feedback from students
Analyze actual ECR essays & scores

Strategy #2: Student Data Conferences



- Single most powerful tool for student awareness
- Students revisit their own writing and review their score
- Students can edit their own essays and teachers can give individual feedback- What could they have done differently?

Strategy #3: Recognition

- Students must be able to recognize an extended constructed response.
- Students should see the way prompts are written and see the language used **MULTIPLE TIMES THROUGHOUT THE YEAR**
- This can be done through writing in all content areas, reviewing past STAAR writing, or practice tests or assignments



Remember to —

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from both selections in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selections
- plan your response
- write your response
- revise and edit your response

Record your answer in the box provided.

Strategy #4:

Breaking Down the Prompt

A student can write a near perfect, well-organized essay and will still receive ZERO points if they are not answering the prompt.

Explain how Avery's father in the story "Avery's Gift" is similar to Ellison's father in the article "Chicken of the Sea Is So Wacky—Of Course It Was Created by Kids."

28 Read the story "Avery's Gift" and the article "Chicken of the Sea Is So Wacky—Of Course It Was Created by Kids." Based on the information in both selections, write a response to the following:

Explain how Avery's father in the story "Avery's Gift" is similar to Ellison's father in the article "Chicken of the Sea Is So Wacky—Of Course It Was Created by Kids."

Write a well-organized essay that uses specific evidence from the selections to support your answer.

Remember to —

- clearly state your controlling idea
- organize your writing
- develop your ideas in detail
- use evidence from both selections in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selections
- plan your response
- write your response
- revise and edit your response

Record your answer in the box provided.

Strategy #4:

Breaking Down the Prompt

Highlight or Underline Key Words in the Prompt



Turn the prompt into a QUESTION



Students read their essay during the writing process and verify it answers the prompt



Other Ideas for Breaking Down the Prompt.....

What are some strategies your district uses to break down the prompt?

Strategy #5: Key Words

English II Reading Extended Constructed Response

Prompt

Read the article "Antarctica: Governing the Icy Continent." Based on the information in the article, write a response to the following:

Explain what makes the situation in Antarctica unusual.

Write a well-organized informational composition that uses specific evidence from the article to support your answer.

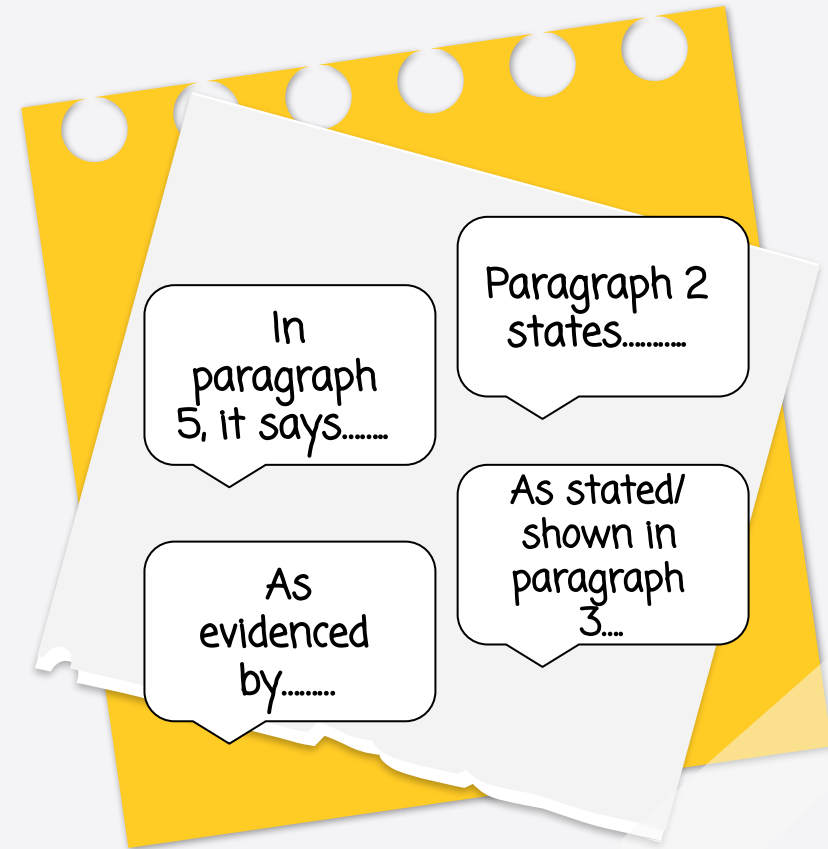
Remember this condition code: "Uses vocabulary not used in the subset of ASE-training responses"

Using the above prompt, what word or words might be expected to be found in the extended constructed response?

Strategy #6:

Identifying Text Evidence

- **Students consistently struggled with identifying and citing text evidence.**
- **Identifying text evidence must be modeled and practiced with multiple texts in multiple ways**
- **Students should learn to use strategies and tools in the testing platform to identify text evidence**
- **Citing text evidence in writing must be practiced**
- **For students with a better understanding of the writing process, direct quotes can be taught and used**



Strategy #6:

Identifying Text Evidence

S.A.Q. STRATEGIES:

C.E.R.

R.A.C.E.

A.C.E.

R.A.D.D.

C

State your **c**laim

E

Provide **e**vidence

R

Share your **r**easoning

Strategy #7: Practice

“Knowledge is of no value unless you put it into practice.”

-Anton Chekhov



There is no strategy that can substitute for practice. Students must be exposed to the ECR, apply strategies, receive feedback, and then do it all again....and again and again and again.

Let's share...

**Any “aha”
moments?**

***What surprised
you the most?***

**What questions
do you still
have?**



Venus
Independent School District

Thank you!

Do you have any requests?

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