

Quick Start Guide

EOC

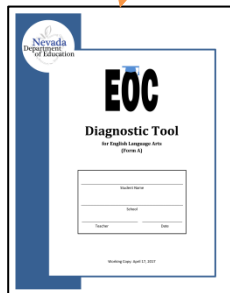
Diagnostic Tool
for English Language Arts
(Form A)

The *EOC Diagnostic Tool for English Language Arts Student Booklet* is an **in-depth**, formative assessment designed for students who did not pass the ELA I and/or II EOC Examination and have passed (or are on track to pass) the course aligned to the examination (grade 10 English). The tool is intended to identify specific remediation needs for individual students. Materials in this guide can be downloaded from: http://www.doe.nv.gov/Standards_Instructional_Support/ELA_I_and_II_Remediation/.

Before Administering the Diagnostic Tool

1

- Read the diagnostic tool thoroughly before assigning it to students.
- Download and print copies of the *EOC Diagnostic Tool for English Language Arts Student Booklet* for each student (best when printed two-sided and stapled along the left).
- Arrange for all students with special needs to receive appropriate, permissible accommodations.
- Divide the student booklet into manageable sections to meet the needs of your students (see the sample administration options below).



Administration Option 1

Session	Items	Suggested Time
1	1-15	45 min.
2	16 (essay)	45 min.
3	17-25	45 min.
4	26 (essay)	45 min.

Administration Option 2

Session	Items	Suggested Time
1	1-16	90 min.
2	17-26	90 min.

Directions for Administering the Diagnostic Tool

2

- Explain to students that the items in this booklet will help you determine what they know at this point in order to design lessons that meet their needs.
- Encourage students to answer every item; if unsure of an answer, skip it and come back to it later.
- Distribute the student booklet and read the directions on page 1 aloud to students.
- Monitor students to ensure they are working productively and marking the self-confidence levels for each item.
- Collect the booklets as students finish and encourage them to work on other materials until all have completed.

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After Administering the Diagnostic Tool

- Download and print a copy of the *EOC Diagnostic Tool for English Language Arts Scoring Guide* (best when printed two-sided and stapled along the left).
- Download and print copies of the *EOC Diagnostic Tool for English Language Arts Visual Item Map* (one copy per student).

2 Identifier

RL.5

RL.1

0

1

2

- Score items using the notes in the scoring guide. In the student booklet, mark the bubble under each item that indicates the score for that item.
- Record the student's scores on the visual item map in the unshaded cell. If an item has more than one unshaded cell on the row, record the same score in all of the unshaded cells (some items address more than one standard).

EOC Visual Item Map
for English Language Arts
Form A

Item	Confidence*	RL.1	RL.2	RL.3	RL.4	RL.5	RL.6
1	V				1		
2	V N	2				2	
3	V S N						
4	V S N						
5	V S N						
6	V S N						
7	V S N						
8	V S N						
9	V S N						
TOTAL							
Possible		4	4	4	4	4	
Percent							

Legend:
 76-100% = Proficient
 51-75% =
 *V = Very Confident, S = Somewhat Confident, and N = Not

- Circle the student's confidence level for each item on the visual item map in the first column.
 - **V** = Very confident
 - **S** = Somewhat confident
 - **N** = Not confident
- Record the **TOTAL** score for each standard by adding the points in each column.
- Record the **Percent** by dividing the **TOTAL** score by the **Possible** score.
- Highlight each **Percent** cell as indicated.
 - Green = 76 – 100%
 - Yellow = 51 – 75%
 - Red = 0 – 50%

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Analyze the Results to Plan for Remedial Instruction

- Identify areas of strength (coded green) and areas needing improvement (coded yellow and red).
- Compare areas of strength and areas needing improvement with confidence ratings, noting trends and patterns.
- Involve students in analyzing the results to set learning goals.
- Design a remediation plan to move students towards mastery of the NVACS.