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# INFORMATION FOR TEACHERS AND STUDENTS

about the

## 2005 Pacesetter

### National Performance Assessment in English

#### To the Teacher:

This packet contains the following information about the Pacesetter National Performance Assessment in English:

- **Information for teachers** about the abilities assessed Page 2
- **An introduction for students** to the assessment; please copy and distribute to students Page 3
- **A description for students** of how the assessment will be scored; please copy and distribute to students Page 4

In Pacesetter English, the national performance assessment ought to be considered part of the assessment continuum, and students should be made to feel that the evidence of their skills will be evaluated much as it has been throughout the course. You may wish to guide your students through this introduction and description. You may also wish to inform students now how you will use the results of the assessment. Their motivation to be present in class and to work hard on the assessment is likely to be greater if they know how you will treat the results.

**IMPORTANT NOTE:** Students must take both timed portions of the assessment to receive proficiency-level scores. The information leading to proficiency levels for “Making Meaning from Texts” and “Creating and Presenting Texts” comes from both Part One and Part Two of the assessment.

# 2005 Pacesetter English National Performance Assessment

## INFORMATION FOR TEACHERS

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### Comments on the Abilities Assessed in the Pacesetter English National Performance Assessment

#### Goal of the Assessment

The assessment is meant to assess students' abilities to integrate the learning of the year and apply it to new text materials and topics.

#### Explanation

Because the English course has no required texts that all students will have read, "the learning of the year" refers to the *kinds* of texts students have been encountering in the course, the *kinds* of thinking and working they have been practicing during the year, and some *general* questions or themes they have been addressing.

It is assumed that classes will have completed work through the beginning of Unit 5, or have introduced basic film concepts and vocabulary in an earlier unit, so that the kind of texts students encounter in the assessment may include everything from poems of self-presentation to film. For their work on the national performance assessment, students will write brief responses in paragraph format and a longer response in a more traditional essay format. They will draw particularly on the following kinds of experience:

1. engaging in close "reading" (i.e., reading, listening to, and/or viewing) of text;
2. describing the elements of a text that make its voice and ideas clear and employing some of those elements (elements ranging from word choice to staging and, with support from the test materials, filming techniques);
3. seeing texts in relation to one another (for example, contextualizing information in some texts by applying it to a literary piece);
4. reflecting on and evaluating their own work, both in terms of how they have made meaning from text and how they have responded to text;
5. and communicating (developing, organizing, and presenting their ideas) in a variety of genres or forms (such as writing an explanation of a position held, describing a conception for a creative piece, writing an essay reflecting on their course work).

**NOTE: On the pages you copy for the students, you will learn that the 2005 assessment has two questions in each timed part. You will also see how the abilities described above are characterized for students in terms of the large learning dimensions and their aspects.**

# 2005 Pacesetter English National Performance Assessment

## INFORMATION FOR STUDENTS

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### An Introduction for Students to the Assessment

The Pacesetter English assessment is an important component of the Pacesetter English course. There are two timed parts, each 40 minutes in length. Before the timed parts, you will work in class — individually and in groups — to prepare. The preparatory portion should begin a week to two weeks before you plan to administer the timed portion.

For **Part One** of the assessment, you will read several documents that describe a particular event. You will be given time to make notes, to discuss the work with your classmates, and to complete a few short tasks. You will bring the Preparatory Portion materials (the booklet as well as your notes) with you for the Timed Portion. The Timed Portion will ask you to write responses to two different questions or topics. Your responses will draw directly upon the work you did in the preparation period. For example, you could be asked to examine the setting of a scene in the preparation period and to describe a particular aspect of the setting in the timed portion; or you could be asked to interpret texts and make connections among texts during the preparation period and then explain and support a position in the timed portion.

For **Part Two** of the assessment, you will be asked to think about your own work in Pacesetter in relation to a particular theme. You will select a few pieces of your work (from among your rough drafts and finished pieces; written and oral and performed work; short informal pieces or big projects) that you believe are relevant to the given theme. For the Timed Portion, you will bring the Preparatory Portion materials (the booklet, the pieces you have chosen from your own collection of work, and any notes you made during the preparation time). In the Timed Portion, you will be asked to write an essay about your own work and to write a short response to a question about work that you did in the preparatory portion.

For both Timed Portions, you may have a dictionary or other reference work available.

Your teacher will use the results of your performance on the assessment, along with all of the other information that has been collected concerning your performance in the Pacesetter English course, to describe your overall achievement in the course. On the next page is a description of how the parts of the national performance assessment can provide information about your achievement.

# 2005 Pacesetter English National Performance Assessment

## INFORMATION FOR STUDENTS

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### How Your Work on the Assessment Will Be Scored

Your work on the timed portions of the assessment will produce several scores: one each for the two questions in Part One, and one each for the two questions in Part Two. These scores will be combined and reported as proficiency levels in terms of the dimensions of learning used throughout the course: “Making Meaning from Texts” and “Creating and Presenting Texts.” *Important:* Both Part One and Part Two produce evidence of both dimensions. You must take both timed parts for your proficiency levels to be reported. Your teacher and school district will decide how to use the results of the assessment.

### How Your Work on the Assessment Relates to the Two Dimensions of Learning in Pacesetter

#### Making Meaning from Texts

This dimension of learning has to do with your ability to read, listen to, and view texts from a variety of times and cultures in a variety of media and genres. In both timed parts of the assessment, you will produce evidence having to do with several aspects of Making Meaning from Texts.

**Part One:** Interpret and analyze texts  
Respond to texts  
Put texts in context

**Part Two:** Respond to texts  
Interpret and analyze texts  
Put texts in context  
Reflect on and evaluate processes for making meaning from texts

In both cases, your ability to make meaning will be evident in your written responses.

#### Creating and Presenting Texts

This dimension of learning has to do with your ability to produce and present texts using a variety of modes of writing and speaking. In both timed parts of the assessment, you will produce evidence having to do with several aspects of Creating and Presenting Texts.

**Part One:** Develop and present texts

**Part Two:** Use your own voices  
Develop and present texts  
Demonstrate technical command  
Reflect on and evaluate how your own texts are created and presented

In both cases, your ability to create and present will be evident in your written responses.