

NYSED

Academic Literacy Skills Test (ALST)

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Disclaimer

- ▶ This webinar is informational in preparing you for the Academic Literacy Skills Test certification exam. The ALST is a new exam and therefore scoring, test content and test design is subject to change.
- ▶ Information is based on the following:
 - ▶ **ALST Test Framework- March 2014**
http://www.nystce.nesinc.com/PDFs/NY202_OBJ_FINAL.pdf
 - ▶ **Sample Selected-Response Questions**
http://www.nystce.nesinc.com/STUDYGUIDE/NY_SG_SRI_202.htm
 - ▶ **Sample Constructed-Response Items**
http://www.nystce.nesinc.com/STUDYGUIDE/NY_SG_CRI_202.htm
 - ▶ **NY202 ALST Rubric**
http://www.nystce.nesinc.com/STUDYGUIDE/PDFs/NY202_Rubric.pdf
 - ▶ **How to Read Your Score Report for ALST**
http://www.nystce.nesinc.com/pdfs/NYSTCE_ISR_back_ALST.pdf

Agenda

- ▶ Purpose of this Workshop
- ▶ ALST Framework
- ▶ ALST Test Design
- ▶ Reading Competency
- ▶ Writing Competency
- ▶ How to prepare for this test
- ▶ Test Strategies
- ▶ Survey

Purpose of this Workshop

- ▶ Is to help you understand and teach you how to deconstruct the ALST
- ▶ Discuss the best ways to approach the exam
- ▶ Answer questions

ALST Test Framework

- ▶ The New York State educator has the academic literacy skills necessary to teach effectively in New York State public schools.
- ▶ The teacher is capable of proficient, close, and critical reading that reflects wide, deep, and thoughtful engagement with a range of high-quality, complex informational and literary texts.
- ▶ The teacher demonstrates command of evidence found in texts and uses cogent reasoning to analyze and synthesize ideas.
- ▶ The teacher produces complex and nuanced writing by choosing words, information, and structure deliberately for a given task, purpose, and audience.

ALST Test Design

- ▶ **The selected-response items (reading multiple choice) are designed with the expectation of response time up to 110 minutes.**
- ▶ **There are two constructed response items (150-200 words). Each focused constructed-response item is designed with the expectation of a response up to 20 minute each. Total 40 minutes.**
- ▶ **The extended writing assignment (400-600 words) is designed with the expectation of a response up to 60 minutes.**
- ▶ **The total testing time is 210 minutes**

Test Design Percentage

Competency	Selected -----	Response	Constructed --	Response
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
Reading- 0001	40	40%	-----	
Writing to Source- 0002			2 focused Response 1 extended response	60%
Total	40	40%	3	60%

Performance Index

Performance Index Definitions

- ▶ ++++ Performance on the skills and knowledge is well above the level represented by the minimum passing score.
- ▶ +++ Performance on the skills and knowledge is just at or above the level represented by the minimum passing score.
- ▶ ++ Performance on the skills and knowledge is just below the level represented by the minimum passing score.
- ▶ + Performance on the skills and knowledge is well below the level represented by the minimum passing score.

- ▶ **TEST: 202 Academic Literacy Skills Test**
TOTAL SCORE: 492
- ▶ **STATUS: Did Not Pass**
MINIMUM PASSING SCORE: 520
- ▶ **Selected-Response**
- ▶ 001: Reading +++
- ▶ **Constructed-Response**
- ▶ 002: Writing to Sources
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Reading Competency

Reading Competencies Performance Indicators

- ▶ a. determines what a text says explicitly
- ▶ b. makes logical inferences based on textual evidence
- ▶ c. draws conclusions based on textual evidence
- ▶ d. determines the central ideas or themes of a text
- ▶ e. analyzes the development of central ideas or themes of a text
- ▶ f. recognizes accurate summaries of key supporting details and ideas in a text
- ▶ g. analyzes how and why individuals, events, and ideas develop and interact over the course of a text

Reading Competencies Performance Indicators

- ▶ h. interprets words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings
- ▶ i. analyzes how specific word choices shape meaning and tone in a text
- ▶ j. analyzes how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole
- ▶ k. determines an author's attitude, opinion, or point of view
- ▶ l. assesses how point of view and purpose shape the content and style of a text

Reading Sample Test Q 1 PI a & i

- ▶ 1. In Paragraph 1, the repetition of the phrase "well-rounded, prosperous" emphasizes
 - ▶ 1. the sophistication of Stein's family
 - ▶ 2. the predictability of the life Stein rejected
 - ▶ 3. the flowering of Stein's creative powers
 - ▶ 4. the contempt for convention Stein embodied
- ▶ **Correct Response: B.** This item requires examinees to analyze how specific word choices shape meaning or tone. In Paragraph 1, the author's repetition of the phrase "well-rounded, prosperous" focuses attention on the stable, orderly world that Stein left behind when she decided to pursue her fascination with the "collision between old and new" models of living in Europe.

Reading Sample Test Q 2 PI b

2. In Paragraph 2, the author develops the idea that "Europe was where [Stein] was most likely to see what interested her most" primarily by

- ▶ 1. contrasting "the classical European way of life" with "the dances of Nijinsky, the sentences of Joyce, the paintings of Braque"
- ▶ 2. describing Paris in terms of "the speed of its trains" and "the hustle of immigrants"
- ▶ 3. stating that Stein "began to collect great talent: Ernest Hemingway, F. Scott Fitzgerald, Pablo Picasso"
- ▶ 4. identifying Stein as "a woman alive to the great theme of her day"

- ▶ **Correct Response: A.** This item requires examinees to determine the central ideas of a text and analyze their development. What most interested Stein was the "collision between old and new" models of living. By juxtaposing the "balls, carriages, and Victorian sensibilities" of old Europe with the cultural innovation of modernist artists and writers such as Nijinsky, Joyce, and Braque, the author develops the idea that Europe was the epicenter of this collision.

Reading Competencies Q3 PI h

3. The sentence below appears in Paragraph 2:

- ▶ It was that her way of thinking and seeing, her curiosity about the collision of old and new, was perfectly tuned for a moment when Europe was, cataclysmically, struggling with that collision.
- ▶ Which phrase is closest in meaning to the word "cataclysmically" as it is used in the sentence above?
 - ▶ 1. with furious upheaval
 - ▶ 2. with unrelenting violence
 - ▶ 3. with reckless abandon
 - ▶ 4. with shocking suddenness
- ▶ **Correct Response: A.** This item requires examinees to interpret words and phrases as they are used in a text. As it is used in this sentence, the word cataclysmically refers to the cultural upheaval resulting from the clash between a traditional way of life and the new sensibilities that found expression in the work of modernist writers and artists.

Constructed Writing Competency

Writing Competencies- Performance Indicators

- ▶ h. uses valid reasoning to support the claim
- ▶ i. anticipates and addresses a possible counterclaim
- ▶ j. chooses relevant and sufficient evidence from multiple texts to support the claim and integrates the information while avoiding plagiarism
- ▶ k. establishes and maintains an appropriate style and tone
- ▶ l. uses transitional words and phrases and varies syntax to link sections of the text and to clarify relationships between ideas
- ▶ m. produces a conclusion that follows from and supports the claim
- ▶ n. chooses precise language for clarity and rhetorical effect
- ▶ o. uses correct standard English grammar, usage, capitalization, punctuation, and spelling

Writing Competencies-Performance Indicators

- ▶ a. delineates and evaluates the argument and specific claims in a text
- ▶ b. evaluates the validity of reasoning used to support arguments and specific claims in a text
- ▶ c. evaluates the relevance and sufficiency of evidence used to support arguments and specific claims in a text
- ▶ d. evaluates the credibility, objectivity, and reliability of an author or sources used by an author
- ▶ e. analyzes how multiple texts address similar themes or topics to compare the approaches the authors take
- ▶ f. integrates and evaluates content presented in diverse formats and media, including visually and quantitatively
- ▶ g. introduces a precise, knowledgeable claim

Focused Constructed Response 1

- ▶ **Assignment I:**
- ▶ **Use Passages A and B to respond to the following assignment.**
- ▶ In a response of approximately 100–200 words, identify which author presents a more compelling argument. Your response must:
 - ▶ outline the specific claims made in each passage;
 - ▶ evaluate the validity, relevance, and sufficiency of evidence used to support each claim; and
 - ▶ include examples from both passages to support your evaluation.

Focused Constructed Response 2

- ▶ **Assignment 2:**
- ▶ **Use Passage B and the Graphic to respond to the following assignment.**
- ▶ In a response of approximately 100–200 words, explain how the information presented in the pie charts can be integrated with the author's central argument about the impact of converting corn to ethanol in Passage B. Your response must:
 - ▶ explain how specific information presented in the pie charts either supports or counters the author's claims, reasoning, and evidence with regard to the conversion of corn to ethanol; and
 - ▶ include examples from the passage and the pie charts to support your explanation.

Focused Constructed Response Graphic

Passage A

Passage B

Passage B

Graphics

Passage A, B
& Graphics

Extended Writing Assignment

- ▶ **Assignment 3:**
- ▶ **Use Passages A and B and the Graphic to respond to the following assignment.**
- ▶ Should the production of corn ethanol in the United States be expanded or reduced?
- ▶ In an essay in your own words of approximately 400–600 words, present a fully developed argument that introduces and supports a claim assessing the benefits and risks of U.S. corn ethanol production. Your argument must:
 - ▶ include a knowledgeable claim that demonstrates an understanding of the topic;
 - ▶ use valid reasoning that draws on and extends the arguments in the sources provided;
 - ▶ support your claim with relevant and sufficient evidence from all three sources; and
 - ▶ anticipate and address at least one counterclaim.

How to prepare for the ALST

- ▶ Know your learning style for retaining information for a short time.
- ▶ What is your better strength reading or writing, or is it both?

Build your critical reading and writing skills by:

- ▶ Practicing writing from a 12th grade Regents English ELA tests.
- ▶ Practice building your reading speed using the 12th grade Regents English/ELA tests.
- ▶ Practice the ALST Sample test in groups or with other students to share ideas

Test Taking Strategies

- ▶ Do not answer any question until you have fully read the passage and all questions first.
- ▶ Pace yourself and start with what you do well, reading or writing.
- ▶ Limit written responses only to the prescribed requirements 100-200 words or less than 600 words.
- ▶ Guessing is fine- you will not be penalized for wrong answers.
- ▶ Become familiar & comfortable with the directions & format of the test.
- ▶ Use the process of elimination.
- ▶ Only respond to information from the text. Do not bring in outside knowledge or prior knowledge

Questions & Answers

Thank You

Good Luck

