

Louisiana Believes

Assessment Training

Agenda

- Assessment Overview
- Administrative Questions
- Assessment Checklist
- Break
- Instructional Resources

Purpose and Objectives

Objectives

- Answer all key administration questions about the state exams
- Identify all needed next steps to prepare school for administration of state assessments
- Identify key resources to use to support student content mastery

Steady Growth Toward the Baseline Year



Moving Toward 2025

As we continue giving educators time to learn the new expectations and adjust their practice, BESE approved a series of policies to support educator and student learning.

- **School accountability.** Letter grade distributions will remain the same from 2013 to 2014 and 2015. During the two year transition, any school or district that maintained or improved its annual performance score will not experience a decrease in its current letter grade. As in any other year, if a school improves, the performance score and letter grade may go up.
- **Teacher accountability.** For 2014 and 2015, the state will not produce “value-added data” because there will be no baseline from which to calculate. Compass policies will remain in effect, but student learning scores will not need to be based on value-added data.
- **Student accountability.** In 2014 and 2015, the state will maintain current 4th grade policy but allow districts to issue waivers for students demonstrating readiness to progress. The state will shift the 8th grade retention standard to be a remedial standard and require that remediation take place on the high school campus in a “transitional 9th grade” year.

For more information on the transition policies, click [here](#).

14-15 Assessment Plan

Grade	Subject	13-14 Assessment	14-15 Assessment
Grades 3 to 8	ELA	LEAP and iLEAP	<u>LEAP and iLEAP: PARCC Test</u>
	Math	LEAP and iLEAP	<u>LEAP and iLEAP: PARCC Test</u>
	Science	LEAP and iLEAP	<u>LEAP and iLEAP</u>
	Social Studies	LEAP and iLEAP	<u>LEAP and iLEAP</u>
High School	All subjects	ACT series	ACT series, including WorkKEYS
		Advanced Placement	Advanced Placement & CLEP
	ELA	English II EOC	<u>English II EOC</u>
		English III EOC	<u>English III EOC</u>
	Math	Algebra I EOC	<u>Algebra I EOC</u>
		Geometry EOC	<u>Geometry EOC</u>
	Science	Biology EOC	<u>Biology EOC</u>
Social Studies	US History EOC	<u>US History EOC</u>	
Alternate Assessments	ELA, Math, Science (varies by grade level)	LAA1	<u>LAA1</u>
	ELA, Math, Science, Social Studies (varies by grade level)	LAA2	<u>LAA2</u> eligible testers entering high school prior to 2014-15

Basics of ELA and Math Assessments

Test Content

- Louisiana will administer PARCC assessment for (ELA) and math in grades 3 to 8 in spring 2015.
- This will be the same test forms as those taken by students in districts and states across the country and will include the same questions field tested with nearly 50,000 Louisiana students during spring 2014.
- The test details were originally communicated in the assessment guides released last March. Minor improvements were made based on field test feedback.

Test Dates

- Phase 1 (Performance-Based Assessment): March 16 to 20
- Phase 2 (End-of-Year Assessment): May 4 to 8
- Students will take only one session (called “units”) per day.

Updates

- ***Paper administration only:*** PARCC will be given only on paper for 2014-2015. Educators have urged the Department to take a patient approach to technology implementation, allowing dedicated focus on the test’s content for 2015. In 2016, Louisiana will implement technology-based tests.
- ***One fewer EOY ELA passage with questions:*** Louisiana and other states have shortened the ELA test by removing one passage per grade level.
- These changes are included in the [updated assessment guides](#).

Scheduling for the PBA Assessment

Performance Based Assessment Schedule

	Monday March 16	Tuesday March 17	Wednesday March 18	Thursday March 19	Friday March 20
Grade 3	ELA Unit 1 (75 min)	ELA Unit 2 (75 min)	ELA Unit 3 (60 min)	Math Unit 1 (75 min)	Math Unit 2 (75 min)
Grade 4	ELA Unit 1 (75 min)	ELA Unit 2 (90 min)	ELA Unit 3 (60 min)	Math Unit 1 (80 min)	Math Unit 2 (70 min)
Grade 5	ELA Unit 1 (75 min)	ELA Unit 2 (90 min)	ELA Unit 3 (60 min)	Math Unit 1 (80 min)	Math Unit 2 (70 min)
Grade 6	ELA Unit 1 (75 min)	ELA Unit 2 (90 min)	ELA Unit 3 (60 min)	Math Unit 1 (80 min)	Math Unit 2 (70 min)
Grade 7	ELA Unit 1 (75 min)	ELA Unit 2 (90 min)	ELA Unit 3 (60 min)	Math Unit 1 (80 min)	Math Unit 2 (70 min)
Grade 8	ELA Unit 1 (75 min)	ELA Unit 2 (90 min)	ELA Unit 3 (60 min)	Math Unit 1 (80 min)	Math Unit 2 (70 min)

- Students will take one unit/session per day as defined above
- Maximum times allowed are included in the schedule
- Make-up days are allowed on March 23rd and 24th

Scheduling for the EOY Assessment

End of Year Assessment Schedule

	Monday May 4	Tuesday May 5	Wednesday May 6	Thursday May 7	Friday May 8
Grade 3	Math Unit 1 (75 min)	Math Unit 2 (75 min)	ELA Unit 1 (75 min)	Make-up testing	Make-up testing
Grade 4	Math Unit 1 (75 min)	Math Unit 2 (75 min)	ELA Unit 1 (75 min)	Make-up testing	Make-up testing
Grade 5	Math Unit 1 (75 min)	Math Unit 2 (75 min)	ELA Unit 1 (75 min)	Make-up testing	Make-up testing
Grade 6	Math Unit 1 (80 min)	Math Unit 2 (75 min)	ELA Unit 1 (60 min)	ELA Unit 2 (60 min)	Make-up testing
Grade 7	Math Unit 1 (80 min)	Math Unit 2 (75 min)	ELA Unit 1 (60 min)	ELA Unit 2 (60 min)	Make-up testing
Grade 8	Math Unit 1 (80 min)	Math Unit 2 (75 min)	ELA Unit 1 (60 min)	ELA Unit 2 (60 min)	Make-up testing

- Students will take one unit/session per day as defined above
- Maximum times allowed are included in the schedule
- Additional make-up days are available on May 11th and 12th

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Top Five Administrative Questions

List all of the administrative questions you have about this year's upcoming assessments.

The top five administrative questions we get are:

1. *Will the PARCC assessments be timed?*
2. *What calculators can students use on the PARCC assessment?*
3. *What resources will be available to students when writing?*
4. *Which students are eligible for read aloud?*
5. *When will scores be available?*

Top Five Administrative Questions

In pairs use the resources available on the tables (assessment guides and PARCC FAQ) to answer the questions you listed, as well as the questions below.

1. *Will the PARCC assessments be timed?*
2. *What calculators can students use on the PARCC assessment?*
3. *What resources will be available to students when writing?*
4. *Which students are eligible for read aloud?*
5. *When will scores be available?*

Administrative Questions

Highlight the questions that are still unanswered.

Now's your time to get them answered!

- 2 rotations for 20 minutes each
- In small groups ask your questions to the facilitator
- Rotations include:
 - **Kristina: Accessibility and Accommodations** (PNP, IEP, IAP, and LEP) *Nebraska Room*
 - **Jessica: Scoring and reporting**
 - **Rebecca: Math and ELA administrative questions**

Consumable Test Booklets

- Students at every grade level will be using consumable test booklets.
- Students will be able to underline in passages and questions within the consumable test booklet and use non-carbon yellow highlighters in the text of the passages and questions.
- Multiple Choice items have four options. Students will shade the bubble of the correct answer.
- Multiple Select items have more than four options. Students will shade each bubble that corresponds to a correct answer. The number correct will vary from item to item.

Multiple Choice

- Option A
- Option B
- Option C
- Option D

Multiple Select

- Option A
- Option B
- Option C
- Option D
- Option E
- Option F

Math Administration

- Students are allowed scratch paper (blank, lined, or graph).
- Math reference sheets and tools will be available as appropriate for specific grade levels.
- Items with potential fractional answers will be presented in Multiple Choice or Multiple Select format.
- Students will use grids for fill-in-the-blank items as shown below.

Fill-in-the-Blank Grids

6	3	2			
•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	•	2	2	2
3	•	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
•	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

.	7	5			
•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	•	5	5	5
6	6	6	6	6	6
7	•	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Calculator Policy

The table below outlines which students may use which calculators on calculator and non-calculator sections of the test. Calculators are available for purchase through [state contracts](#).

Grade Level	Non-accommodated Students	Accommodated Students
Grades 3-5	<ul style="list-style-type: none">No calculator usage allowed	<ul style="list-style-type: none">Four function calculators with only percent and square rootFor the entire assessment
Grades 6-7	<ul style="list-style-type: none">Four function calculators with only percent and square rootFor the calculator portion of the assessment	<ul style="list-style-type: none">Four function calculators with only percent and square rootFor the entire assessment
Grade 8	<ul style="list-style-type: none">Scientific calculatorsFor the calculator portion of the assessment	<ul style="list-style-type: none">Scientific calculatorsFor the entire assessment

When selecting calculator usage as an accommodation IAP and IEP teams should utilize the guidance in the [PARCC Accessibility and Accommodations Manual](#).

ELA Administration

- Students will be provided blank paper (blank, lined, or graph) by the test administrator on which to do their planning.
- There is only space for the student's final written response in the test booklet.
- Students will not be provided with a Writer's Checklist or a rough draft page, beyond the blank paper provided.
- Students will not be allowed to use dictionaries and thesauruses on any part of the test. However, the scoring of the written responses takes into account the absence of resources and the time constraints of each task.

Annotating in the Consumable Test Booklet

In the consumable test booklets students will be able to:

- Use yellow non-carbon highlighters in the text and questions
- Make annotation and underline text of the assessment with their pencil
- Annotate in the questions and answer choices with their pencil while using caution around actual bubbles and answer grids

Stray pencil marks in and around the actual bubbles could interfere with scoring of the document. Underlining, crossing out, or marking up bubbles or answer grids in any way other than to darken the circles for their responses are considered stray marks.

Planning for Accessibility and Accommodations

The documents below define the accessibility and accommodations features to be used by students on the state assessments. All documentation of accessibility and accommodations must be made **30 calendar days** prior to the assessment window.

Document	Location	Population	Content
Individualized Education Program (IEP)	Special Education Reporting (SER)	Special Education Students	Accessibility Features and Accommodations
Individual Accommodation Plan (IAP)	Assessment Library	504 Students	Accessibility Features and Accommodations
Limited English Proficient Accommodations Checklist (LEP Form)	Assessment Library	English Language Learners	Accessibility Features and Accommodations <i>(updated form available)</i>
Personal Needs Profile (PNP)	Assessment Library	All students requiring additional support without IEP, IAP or LEP plans in place	Accessibility Features for PARCC assessments only
Unique Accommodations Form	SER and Assessment Library	Special Education, 504, and LEP Students	Accommodations

Students with Disabilities

IEP Form

- The updated IEP form is available in SER.
 - Additional edits have been made to the form based on PARCC updates and district feedback.
- The IEP form includes paper and online accommodations, as IEPs are valid for one year.
- IEP teams should use the [PARCC Accessibility and Accommodations Manual](#) for guidance in making selections for PARCC assessments.

IAP Form

- The updated IAP form is available in the [Assessment Library](#).
- For IAPs completed on the previous form, districts and/or schools should review to ensure alignment with available accessibility and accommodations on the PARCC assessments. If accommodations are already aligned, then no changes are required.
- The temporary IAP form for students requiring temporary accommodations (e.g. broken arm) will also be available in the Assessment Library.
- IAP teams should use the [PARCC Accessibility and Accommodations Manual](#) for guidance in making selections.

English Language Learners

LEP Accommodations Checklist Form

- The [Limited English Proficient-\(LEP\) Accommodations Checklist](#) has been updated to include the Spanish form in math in grades 3-8 for the PARCC assessment.
- For LEP Checklists completed on the previous form, districts and/or schools should review to ensure alignment with available accessibility and accommodations on the PARCC assessments. If there are no changes needed, then it is not necessary to complete another form.
- School-level teams should use the [PARCC Accessibility and Accommodations Manual](#) for guidance in decisions concerning accessibility and accommodations. This manual includes guidance on using English proficiency levels in determining most appropriate supports.

Unique Accommodations

Unique Accommodations Form

- The [Unique Accommodations Form](#) is available in SER and in the Assessment Library.
- Unique accommodations require approval for use on any state assessment and should be submitted through assessment@la.gov.

**See the [Quick Guide to Accessibility and Accommodations](#) and [PARCC Accessibility and Accommodations Manual](#) for more information.*

PARCC Accessibility Features for All Students

Accessibility Features

- Accessibility Features are available to **all** students and increase access without subverting the purpose of the PARCC assessments.
- Some of these features must be predetermined and documented on IEP, IAP, LEP, or PNP forms.
- All forms for accommodations and accessibility features should be completed at least 30 days prior to the assessment window.
- Additional guidance is available in the [Personal Needs Profile Decision Making Webinar](#)

Accessibility Feature		
Auditory Aids (e.g., noise buffer, amplification)*	Magnification Device*	Small Group Testing*
General Administrations Directions Clarified	Read Aloud for the Math Assessment (Text to Speech or Human Reader)*	Specialized Furniture or Equipment*
Individual Testing*	Redirect Student to the Test	Visual Aids* (e.g., line reader, color overlay)

**Requires documentation on a PNP, IEP, IAP, or LEP form prior to the assessment window*

PARCC Read Aloud

Read Aloud on the Math Assessment:

- Available to all students and should be indicated on the IEP, IAP, LEP, or PNP form

Read Aloud on the ELA Assessment:

- Includes read aloud of the entire ELA assessment
- Student performance reports will be noted as receiving the accommodation
- Available to students with IEP and IAP accommodations that meet the following criteria:
 - Blindness or a visual impairment and has not learned (or is unable to use) braille;
 - A disability that severely limits or prevents him/her from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text or read fluently);
 - Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation

Additional Resource:

- [Read Aloud Decision Making Webinar](#)

**See the [PARCC Accessibility and Accommodations Manual](#) for more information.*

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Assessment Monthly Checklist

To assist district and school leaders with preparations for upcoming state assessments, particularly PARCC, the Department created an Assessment Readiness Checklist.

Available in the assessment library, the Month-to-Month Checklist will:

- Outline all monthly action steps to prepare to administer PARCC, as well as other statewide assessments
- Link all supporting resources for each step
- Recommend resources to share with principals and teachers

January 2015

Activity	Standard Assessments			Alternate Assessments			ACT Series		Other		
	LEAP/iLEAP Science and Social Studies	PARCC ELA and Math	EOC	ELDA	LAA 1	LAA 2	EXPLORE PLAN	ACT WorkKeys	DIBELS	NAEP	AP CLEP
Assessment Content											
Use assessment guides to ensure every teacher understands content and structure of the assessments (alternate assessment guides available here)	•	•	•	•	•	•					
Share PARCC practice tests and support materials		•									

Assessment Readiness

Each layer has a major role in preparing for the spring administration:

- **CMO Role**

- Identify all students with IEP, IAP, LEP, and PNP needs
- Order all necessary calculators
- Order all Spanish assessments

- **School Role**

- Ensure teachers are using parcc aligned tasks
- Ensure teachers are having students practice the testing format
- Identify all students with IEP, IAP, LEP, and PNP needs and appropriate documentation
- Count and confirm appropriate calculator type and number
- Confirm all accommodations logistics for administration (i.e. space for small groups and different testing times, readers, audio players, etc.)

- **Teacher Role**

- Ensure students are mastering content and practicing tasks at the same level of difficulty expected on the assessment
- Ensure students are familiar with the format of the assessment (e.g. item type and timing)
- Ensure IEP, IAP, and LEP forms are all up to date and students are receiving those accommodations currently in the classroom
- Ensure all students with PNP accessibility needs are identified and addressed currently in classroom practice (e.g. if student is going to receive math read-aloud, they should be getting that now on their math assessments)
- Ensure students are practicing with appropriate calculators

Understanding Critical “To-Do’s”

In groups, review the month-to-month checklist and highlight the three to five most important actions for you given your role.

Be prepared to summarize your key actions each month for your group.

Summary of each month:

- **January:**
- **February:**
- **March:**
- **April:**
- **May:**

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Resources

Review one math and one ELA progression document.

List the new skills students required of students to master our standards.

Required Skills

Our new standards require students to do the following in:

Math:

- a) Demonstrate understanding of the math concept, not just the procedure
- b) Apply their understanding to real world examples
- c) Use accurate procedures and skills to answer questions
- d) Demonstrate mathematical reasoning by explaining, justifying, or critiquing with precision

ELA:

1. Read and comprehend complex texts:

- a) Use language and vocabulary to comprehend what the text says
- b) Use topics, themes, and main ideas to comprehend what the text means

2. Express understanding of complex texts:

- c) Build opinions about the text using evidence (through discussion)
- d) Assert claims about the text using evidence (through writing)

English Language Arts – 8th Grade

PARCC Prose-Constructed Response Item

You have read excerpts from two novels focused on survival in the wilderness.

These excerpts are from:

- *Brian's Winter* by Gary Paulsen
- *Call of the Wild* by Jack London

Consider how the main character in each excerpt reacts to the incidents that occur, and write an essay in which you analyze how each character's thoughts and actions reveal aspects of his personality.

You do not need to compare and contrast the characters from the two texts. You may consider each one separately. Be sure to include evidence from each excerpt to support your analysis and understanding.

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English Language Arts – 8th Grade

English Language Arts Guidebook Task

Consider *The Call of the Wild* and the author's depiction of Buck's relationship with his many owners throughout the novel. What central idea or theme about humans' treatment of animals does the novel convey? How does Buck's point of view about particular incidents in the novel reveal the owners' traits and develop a theme of the novel?

Compose an essay that examines how the theme is developed and cite textual evidence that strongly supports your analysis. Be sure to follow conventions of standard English.

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English Language Arts – 8th Grade

English Language Arts Guidebook Lesson

- Have students read “The Toil of Trace and Trail” in pairs and work with their partner to determine the meaning of one or more unknown academic vocabulary words from both texts based on context. As a class, discuss the function of overall meaning that results from the vocabulary in the text: Which words relate to Buck’s *primitive* instincts? How are they related?
- As students reread “The Toil of Trace and Trail” in pairs, have them highlight the words and phrases that describe the various characters and their treatment of the dogs. Then review the highlighted words and phrases to make note of the patterns, contrasts, and contradictions between what they expect and what is actually written and the cumulative impact of the words and phrases. They should discuss with their partner why they think the author would describe the characters in that way or why a character would act in that way.
- Conduct a whole-class discussion of the following question: How does London’s description of the dogs’ treatment reveal a central idea or message?

1. Read and comprehend complex texts:

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English Language Arts

English Language Arts Guidebook Lesson

- Have students read “The Toil of Trace and Trail” in pairs and work with their partner to **determine the meaning of one or more unknown academic vocabulary words from both texts based on context**. **As a class, discuss the function of overall meaning that results from the vocabulary in the text: Which words relate to Buck’s primitive instincts? How are they related?**
- As students reread “The Toil of Trace and Trail” in pairs, have them **highlight the words and phrases that describe the various characters and their treatment of the dogs**. Then review the highlighted words and phrases to **make note of the patterns, contrasts, and contradictions between what they expect and what is actually written and the cumulative impact of the words and phrases**. They should **discuss with their partner why they think the author would describe the characters in that way or why a character would act in that way**.
- **Conduct a whole-class discussion of the following question: How does London’s description of the dogs’ treatment reveal a central idea or message?**

1. Read and comprehend complex texts:

- a) **Use language and vocabulary to comprehend what the text says**
- b) **Use topics, themes, and main ideas to comprehend what the text means**

2. Express understanding of complex texts:

- c) **Build opinions about the text using evidence (through discussion)**
- d) **Assert claims about the text using evidence (through writing)**

Required Skills

1. Choose a grade level for math or ELA.
2. Review your packet and underline where you see these skills being required and scaffolded.
3. With a partner detail (1) all of the strategies you or your teachers are currently taking on to support these skills and (2) where you are seeing gaps.

Math:

- a) Demonstrate understanding of the math concept, not just the procedure
- b) Apply their understanding to real world examples
- c) Use accurate procedures and skills to answer questions
- d) Demonstrate mathematical reasoning by explaining, justifying, or critiquing with precision

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Math Resources Available

Instructional Resources: Available in the Teacher Toolbox

★ Math guidebooks include an explanation of strong math instruction, grade-level and standard specific remediation guidance and instructional tasks aligned to the state standards for math

★ Eagle assessment tool includes all guidebook tasks along with additional practice tasks for students

- Sample assessment items and practice tests
- Grade specific resource libraries

Assessment Resources

★ Practice tests and wrap around tools

- Assessment Guides
- 2014-15 Louisiana Assessment Calendar
- PARCC Accessibility and Accommodations Manual
- Quick Guide to Accessibility and Accommodations
- Frequently Asked Questions Document
- IEP, IAP, LEP, and PNP with related webinars

Weekly PARCC Office Hours

- **When:** Beginning November 20; held every Thursday at 11:00 a.m. and 4:00 p.m.
- **Access:** Join the PARCC Office Hours here.

ELA Resources Available

Instructional Resources: Available in the Teacher Toolbox

- ★ ELA curriculum guide includes full text sets, unit plans, and reading and writing tasks
- ★ Eagle assessment tool includes all guidebook tasks along with additional practice tasks for students
- ★ ELA Instructional strategies for whole group, small group, and independent instruction
 - Finding and using strong texts: guidance on building text sets, finding strong texts for classroom use, and determining text complexity
 - Sample assessment items and practice tests
 - Grade specific resource libraries

Assessment Resources

- ★ Practice tests and wrap around tools
 - Assessment Guides
 - 2014-15 Louisiana Assessment Calendar
 - PARCC Accessibility and Accommodations Manual
 - Quick Guide to Accessibility and Accommodations
 - Frequently Asked Questions Document
 - IEP, IAP, LEP, and PNP with related webinars

Weekly PARCC Office Hours

- **When:** Beginning November 20; held every Thursday at 11:00 a.m. and 4:00 p.m.
- **Access:** Join the PARCC Office Hours here.

ELA Framework

Shift	Recommended Focus	Strategies
TEXT: Use language and vocabulary to comprehend what the text says	<ul style="list-style-type: none"> Text-based vocabulary instruction Deliberate rereads Close reading 	<ul style="list-style-type: none"> <u>Semantic mapping</u> <u>Sentence composing</u> <u>Word displays</u>
TEXT: Use topics, themes, and main ideas to comprehend what the text means	<ul style="list-style-type: none"> Deliberate rereads Scaffolded activities to break a part text Group based text exploration 	<ul style="list-style-type: none"> <u>Annotating text</u> <u>Jigsaw</u> <u>TP-CASTT</u> <u>OPTIC (for visual texts)</u> <u>Notice and Note Signposts</u> <u>SOAPSTone</u>
TASKS: Build opinions about the text using evidence (through discussion)	<ul style="list-style-type: none"> Focused discussions Student-led text exploration Align to writing prompts 	<ul style="list-style-type: none"> <u>Accountable talk</u> <u>Gallery Walk</u> <u>Philosophical Chairs Debate</u> <u>Student-led discussions</u>
TASKS: Assert claims about the text using evidence (through writing)	<ul style="list-style-type: none"> Mini-writing tasks Focused organization throughout text reading Scaffolded writing support 	<ul style="list-style-type: none"> <u>Answer frames</u> <u>Modeling (Mentor Texts)</u> <u>Shared and Interactive Writing</u> <u>Summarizing</u>

Find Resources

Consider the instructional needs you identified earlier for math and ELA. Take time to review 1-2 resources highlighted that could support that gap.

Be prepared to share how you will use (or support teachers to use) that resource.

Next Steps

Test Administration:

- Review the check list and work with your team to finalize all January and February next steps.
- Review the practice test and guidance documents and use them in classrooms.

Instructional Preparation:

- Identify key instructional needs in each classroom.
- Use aligned resources to support instructional growth and skill focus for students.

Contact

If you have any additional questions or need additional support please contact us at:

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Jessica.Baghian@la.gov

assessment@la.gov