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GUIDEBOOKS

2.0 ELA



**The Missing Link:
From Guidebooks 2.0 to Summative Assessment**

Outcomes

By the end of this session you should be able to:

- Identify the formative and summative assessment opportunities in ELA Guidebooks
- Explain the connection between the ELA Guidebook approach and the LEAP 2025 (EOY) Assessments
- Identify the bridge between instruction and assessment

Agenda

- Guidebook assessment design
- Connections: LEAP 2025 and ELA Guidebooks
- Finding the connections
- Reflections

Guidebooks: Assessment Opportunities

In what ways can we gather information about students in an English Language Arts classroom?

- What information are we gathering?

Guidebooks: Assessment Opportunities

Multiple assessment opportunities built into the units:

- Discussions/ Discussion Trackers
- Partner Work
- Let's Express Our Understanding!
- Cold-Read Task
- Culminating Writing Task
- Extension Task

What does this information tell us?

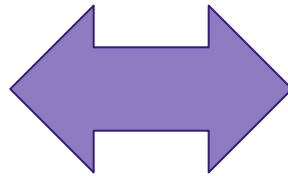
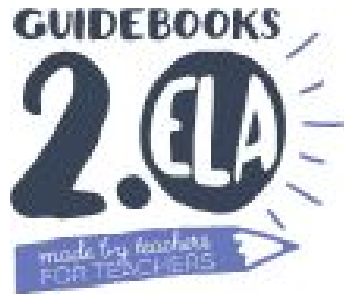
What should we do with this information?

Agenda

- Guidebook assessment design
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Assessment Opportunities

How do the assessment opportunities in Guidebooks build student understanding and prepare them for the EOY Assessment?



An INTEGRATED approach to reading and writing that reflects instruction in an effective ELA classroom

Evidence-Based Selected Response (EBSR)

Part A

Which option **best** states a central idea of the transcript?

- A. Allowing young people to exercise their rights will make them better future citizens.
- B. Symbolic protests are generally more effective than active political demonstrations.
- C. The Supreme Court has always been instrumental in maintaining order in democracy.
- D. Young people do not always understand the full background of political decisions.

Part B

Which paragraph from the majority opinion written by Justice Abe Fortas makes a point similar to the answer to Part A?

- A. paragraph 3
- B. paragraph 6
- C. paragraph 8
- D. paragraph 13

LEAP
2025

Evidence-Based Selected Response (EBSR)

How is this item type supported in Guidebooks 2.0?



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Keckley's Description of Mrs. Lincoln

| Answer the question. | Provide text evidence in the form of a direct quotation. |
|---|--|
| 1. How does Keckley organize this section? | |
| 2. What main ideas does the section address? | |
| 3. What specific details does Keckley use to help develop those main ideas? | |
| 4. Which words and phrases does Keckley use to describe Mrs. Lincoln (her appearance or her actions)? | |

Grade 7: Behind the Scenes

Evidence-Based Selected Response (EBSR)

Sentence stems useful for introducing quotations:

- According to the text, “.....”
- The text states, “.....”
- The author wrote, “.....”
- On page ____, the author says, “.....”

Describe Lucy’s reaction to Edmund denying his trip to the wardrobe.

- Explain what her reaction tells the reader about her character.
- Use evidence from the text in the form of direct quotations to support your answer.



Evidence-Based Selected Response (EBSR)

smart brave persistent



- Write a paragraph in your reading log responding to the following question:

What word best describes Columbus?

- Support your response using evidence from the text.

Multiple-Select Item (MS)

Part A

Which phrase **best** describes the reaction of the Dutch farmers to Mr. Harris's situation in paragraph 12?

- A. unsympathetic and somewhat amused
- B. alarmed and openly defensive
- C. intrigued and potentially judgmental
- D. ingratiating and overly helpful

Part B

Which **two** quotations from paragraph 12 support the answer to Part A?

- A. "... sitting sideways on a horse."
- B. "... explained to him that he had lost his wife."
- C. "... neither surprised nor sorry ..."
- D. "... another farmer came along ..."
- E. "... the first man explained the matter ..."
- F. "... not as an accident, but as a good story."

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2025

Multiple Select (MS)

How is this item type supported in Guidebooks 2.0?



From Out of the Dust:

- Which themes recur throughout the novel?
- Make a list of three theme statements that apply to the novel.
- Provide evidence to support each of your theme statements.

Multiple Select (MS)

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Split Page Notes

| Character Trait | Quote |
|-----------------|-------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Summary

Works & Powers by Aligned

- Complete the summary portion of the split-page notes handout. Be sure to include:
 - Who is Charlie Gordon?
 - Identify 2-3 quotations which reveal aspects of Charlie's character and explain what they reveal.

Technology-Enhanced (TE) Item

| | No Mere Genius | Was Einstein A Space Alien? | Both Passages |
|---|--------------------------|-----------------------------|--------------------------|
| Argues that Einstein was not extraordinary in every way | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Discusses the scientific aspects of Einstein's work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Describes Einstein's impact beyond theoretical physics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Analyzes the personal traits that helped Einstein succeed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Considers Einstein a major figure in the history of science | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

OK

For more information about the TEIs, we have a [posted document](#) that walks through the different types by subject area and includes a list of which Online Tools Training (OTT) includes each type.

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2025

Technology-Enhanced (TE) Item

How could we practice the skills for a Technology-Enhanced item using this handout?



GUIDEBOOKS
2.0 ELA

Winn Dixie Student Materials

Character Analysis Chart

| Character's Name: _____ | Example or Quote | What the example reveals about the character |
|--|------------------|--|
| Character's Words | | |
| Character's Appearance | | |
| Character's Thoughts and/or Feelings | | |
| What other characters say or feel about this character | | |
| Character's Actions | | |

Technology-Enhanced (TE) Item

Activity Two:

1. Record the themes of “Women”, “Everyday Use”, and “Henrietta’s Dance”.

| “Women” | “Everyday Use” | “Henrietta’s Dance” |
|---------|----------------|---------------------|
| | | |

2. List discussion questions for the similarities in the three texts.

3. After you discuss your observations, answer the following question.

- How do the themes in “Everyday Use” and “Women” help add meaning to the story of Henrietta Lacks and her legacy?

Prose-Constructed Response (PCR)

LAT: Excerpts from two short stories, “Red Cranes” and “The Firefly Hunt,” plus questions about each text

PCR: Write an essay in which you analyze the different approaches the authors take to develop the main characters. In your essay, be sure to discuss how each author makes use of such elements as

- the main characters' interactions with other characters,
- the presentation of the main characters' thoughts, and
- the strong feelings each character experiences at the end of each passage.

Use specific evidence from both passages to support your analysis.

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2025

Prose-Constructed Response (PCR)



- You will have approximately 40 minutes to read the text and write your response to question 6.

- Every unit includes a CRT, CWT, and ET.
- Each of these assessments includes a PCR in one of the three modes of writing.
- The CRT practices a timed session.



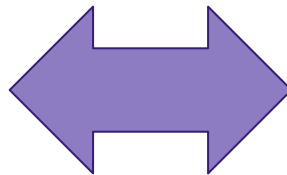
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Let's Practice!

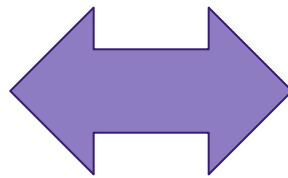
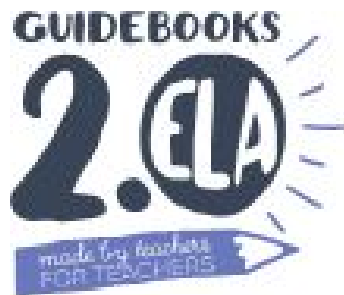
Visit a Guidebooks 2.0 unit and find a(n):

- Evidence-Based Selected Response Item
- Multiple Select Item
- Technology-Enhanced Item
- Prose-Constructed Response Item



Let's Share!

What assessment opportunities did you find in Guidebooks 2.0 that will prepare your students for the LEAP 2025 (EOY) Assessment?



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Reflections

Reflect on the following questions, then share your reflections with a partner.

- What are your next steps?
- What questions do you still have about connecting the assessment opportunities within Guidebooks and the LEAP 2025 (EOY) assessments?

