

Louisiana Believes

**Making Connections:
Assessment Guides and Instruction**

Goals

At the end of this session, participants will better understand how to use key information in the assessment guides to support teachers to

- Understand the design of the assessment and how that aligns to state standards; and
- Identify and strategically use high quality instructional resources that will support student learning aligned to the standards and prepare students for the state assessments.

Agenda

- Making Meaning of the Assessment Guides
- Understanding Question Types
- Preparing for Online Assessments
- Reflection and next steps


DISCUSSION: Approach and Design of Assessments

Review the assessment guide for a particular content area (ELA, Math, Social Studies, Science).

Find at least 3 other people who looked at the same assessment guide as you.

On the poster on the wall, draw the quick chart below and complete it as a group. Be prepared to share your responses.

Key Instructional Practice or Learning	Assessment Feature That Measures This



Instructional Practices Supported by Approach and Design English Language Arts

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

- Close reading of grade-level literary and informational text
- Full range of texts from across the disciplines
- Tasks that integrate key ELA skills (reading and writing) and include questions worth answering, ordered in a way that builds meaning
- Focus on students citing evidence
- Focus on words that matter most in texts and understanding context



Instructional Practices Supported by Approach and Design Mathematics

Applying relevant/appropriate content to and designing learning opportunities for

- Fluency or conceptual understanding
- Justifying or critiquing reasoning
- Modeling procedure, modeling conceptual understanding, modeling with equations, or interpreting modeling
- Integrating standards



Instructional Practices Supported by Approach and Design Social Studies

Provide students with opportunities to demonstrate their understanding of and make claims about social studies content through a variety of item types.

- **Content:** Students answer meaningful questions to demonstrate an understanding of social studies content and concepts.
- **Claims:** Students apply their understanding of social studies content and concepts to develop and express claims that make connections among people, events, and ideas within and across time and place.

Specifically this ensures students:

- Use sources regularly to learn content,
- Make connections among people, events, and ideas across time and place, and
- Express informed opinions supported by evidence from sources and outside knowledge.

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Question Types

Each assessment has a variety of item types to fully assess the depth of the content area.

As your teachers consider those item types, the goal is not to simply put each type on students assessments each week.

Rather, much more important, is to understand what each type is assessing and ensure that students are LEARNING the depth of that content.

Let's take a look.

Item Types

	Item Types	ELA	Math	Social Studies	Science
Selected Response (SR)	• Multiple-choice (MC)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	• Multiple-select (MS)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	• Evidence-based, selected-response (EBSR)	<input checked="" type="checkbox"/>			
	Fill-in-the-blank (FIB)		<input checked="" type="checkbox"/>		
	Technology Enhanced Item (TEI)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Constructed-response task (CR)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Prose constructed-response (PCR)	<input checked="" type="checkbox"/>			
	Extended-response task (ER)		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

ELA Item Types

Item Type	Description	Purpose	Support
Evidence Based Selected Response (EBSR)	Selected response Two-part Partial credit	<ul style="list-style-type: none">• Allows students not only to show understanding of key elements of text, but also to choose evidence to support understanding• Measures levels of understanding (2, 1, 0 points)• Emphasized importance of standard 1 (evidence)	<ul style="list-style-type: none">• Encourage and look for use of follow-up questions in discussion (How do you know that? What in the text tells you that?) and in assignments

ELA: EBSR

In the sample below, what does this ask students to do? What does it NOT ask students to do? What do you want to see from your teachers regularly to prepare them?

Part A

In *The Count of Monte Cristo*, how does the noise in the wall affect Edmond Dantes?

- A. It causes him to summon the jailer.
- B. It gives him a sense of hope.
- C. It frightens him into behaving foolishly.
- D. It proves that he will escape.

Part B

Which evidence from *The Count of Monte Cristo* supports the answer to Part A?

- A. “So many loathsome animals inhabited the prison that their noise did not, in general, awake him....” (paragraph 2)
- B. “It seemed to him that heaven had at length taken pity on him....” (paragraph 3)
- C. “No, no doubtless he was deceived, and it was but one of those dreams that forerun death!” (paragraph 4)
- D. “Suddenly the jailer entered.” (paragraph 6)

ELA Item Types

Item Type	Description	Purpose	Support
Multiple Select (MS)	Selected response More than one correct answer	<ul style="list-style-type: none">• Allows deeper measurement of standards and deeper understanding of text (two character traits, two themes, two pieces of evidence, etc.)• Allows measurement of partial understanding (one trait may be more complex, but student understands simpler trait, etc.)	<ul style="list-style-type: none">• Look for opportunities to ask for more than one answer or approach in a text• Make sure to provide texts that offer opportunities to discuss more complex ideas (e.g., texts with more than one central idea).
Technology Enhanced	Selected response Drag and drop Dropdown menu Highlighting sentence, word	<ul style="list-style-type: none">• Allows measurement of skills not previously measurable (ordering of major ideas into a summary, matching evidence to different aspects of character or to different themes, etc.)• Think about underlying skills/standards: making connections)	<ul style="list-style-type: none">• Provide opportunities for teachers to understand how to incorporate these in varied and unique ways (find Guidebook tasks that do similar things: students create tables, graphics, show relationships)

ELA Item Types

Item Type	Description	Purpose	Support
Prose Constructed Response (PCR)	Required extended written response 2-3 dimensions	<ul style="list-style-type: none">Measures understanding of text(s) and ability to express understanding, through organization of ideas, development, evidence, language; and use of standard conventions (grammar, usage, and mechanics)	<ul style="list-style-type: none">Help teachers understand how to build reading and writing fluency (Don't start with whole essays, work on building up to that: Find Guidebook lessons that show all kinds of techniques, reflected by the item types)



ELA: Prose Constructed Response

In the sample below, what does this ask students to do? What does it NOT ask students to do? What do you want to see from your teachers regularly to prepare them?

You have read a passage from *The Count of Monte Cristo* and a scene from *Blessings*. Think about the similarities and differences in how the two authors develop the themes in each text.

Write an essay in which you identify a theme from each text and analyze how each theme is developed. Be sure to include specific details from **both** selections.

ELA Resources Available

Instructional Resources:

- [ELA Guidebooks 2.0](#)
- [Instructional Strategies](#)
- [Textbook reviews](#)

Assessment Resources:

- [Assessment guides](#)
- [Sample question sets](#)
- [Scoring rubrics](#)
- Practice tests (available late winter)
- Diagnostic and interim assessments (available winter-summer 2017)
- EAGLE and additional items (available during the 2017-2018 school year)

Mathematics Task Types – Type I

What is the standard addressing?	What item type is best to use?			
	MC	MS	FIB	TEI
Fluency		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Conceptual Understanding	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Skills and knowledge application	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Mathematics Task Types – Type I

In the sample below, what does this ask students to do? What does it NOT ask students to do? What do you want to see from your teachers regularly to prepare them?

“know from memory all products of two one-digit numbers” (3.OA.C.7)

MS

Select the **three** equations that are correct.

- a) $3 \times 3 = 9$
- b) $4 \times 5 = 20$
- c) $3 \times 6 = 21$
- d) $2 \times 5 = 74$
- e) $2 \times 4 = 83$

FIB

Enter your answer in the box.

$3 \times 3 =$

“Fluently add and subtract within 1000” (3.NBT.A.2)

MS

Select the **three** equations that are correct.

- a) $25 + 125 = 150$
- b) $92 + 157 = 1149$
- c) $942 - 86 = 856$
- d) $733 = 802 - 68$
- e) $551 = 49 + 502$

FIB

Enter your answer in the box.

$436 + 399 =$

Mathematics Task Types – Type II

Type of Reasoning

- Base explanation/reasoning on specific concept/referent
- Present logical argumentation/solution steps
- Justify or refute propositions or conjectures
- Distinguish correct explanation/reasoning from that which is flawed and present corrected reasoning

Applicable Content

- Only assess LSSM assigned to the evidence statement
- Adhere to all guidelines presented in the evidence statement

Task Components

- Worth 3 or 4 points
- May have reasoning and computation components
- At least 2 points must be assigned to reasoning components
- May be multi-part of a variety of item types, but at least one part must be constructed-response
- Include sample response in rubric

Math Task Types - Type II

“Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. . . Knowledge and skills articulated in 5.NF.A.1.” (LEAP.II.5.8)

After a class lunch, the class has $\frac{3}{4}$ gallon of soup left over. They give $\frac{1}{2}$ gallon of this soup to the school office.

A student says they now have $\frac{2}{4}$ gallon of soup left over because when you subtract the numerators and denominators, the difference is $\frac{2}{4}$, and $\frac{2}{4}$ is equivalent to $\frac{1}{2}$ when you divide both the numerator and denominator by 2.

Explain the error in reasoning that the student made.

Explain how to correct the error. Include the correct amount of soup, in gallons, that is left over after giving soup to the school office in your explanation.

Scoring Information:

Student response includes the following 3 elements.

Reasoning point = 1; The student explains the error in the reasoning.

Reasoning point = 1; The student explains how to correct the error in the reasoning.

Computation point = 1; The student provides the response of $\frac{1}{4}$ gallon.

Sample Response:

The student subtracted both the numerator and denominator. You only subtract the numerator after changing to a common denominator. To fix the error, convert $\frac{1}{2}$ to $\frac{2}{4}$ so both fractions have a common denominator. Then subtract the numerators and leave the denominator the same. The soup left after giving soup to the office is $\frac{1}{4}$.

Type of Reasoning:

Distinguish correct reasoning from flawed and correct it

Applicable Content:

“subtract fractions with unlike denominators by replacing given fractions with equivalent fractions in such a way as to produce an equivalent difference of fractions with like denominators.” (5.NF.A.1)

Task Components:

Worth 3 points

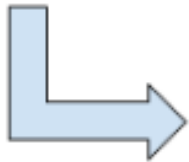
2 reasoning and 1 computation component

Sample response included in rubric

Mathematics Task Types – Type III

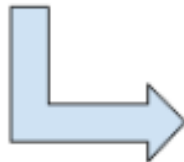
Type of Modeling

- Solve multi-step contextual word problems
- Reasoned estimates
- Micro-models



Applicable Content

- Only assess LSSM assigned to the evidence statement
- Adhere to all guidelines presented in the evidence statement



Task Components

- Worth 3 or 6 points
- May have modeling and computation components
- At least 2 points of 3 or 3 points of 6 must be assigned to modeling components
- May be multi-part of a variety of item types, but at least one part must be constructed-response
- Include sample response in rubric

Math Task Types - Type III

“Reasoned estimates: Use reasonable estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity requiring knowledge and skills articulated by the LSSM section of the Major Content Assessable Content table.” (LEAP.III.7.4)

A school cafeteria has a juice dispenser that holds 640 fluid ounces of juice when completely filled. Juice is offered in two serving sizes: 4 ounces or 8 ounces. Each day, approximately 7 out of 10 students choose the 4-ounce serving size, and the other students choose the 8-ounces serving size.

Based on this information, estimate the number of servings that can be dispensed from the juice dispenser before it needs to be refilled. Show or explain each step you used when finding your estimate.

Scoring Information:

Student response includes each of the following 3 elements.

Computation component = 1 point; The student provides a number or a range of numbers that fall(s) between 120 and 136.

Modeling component = 1 point; The student provides an estimation procedure to approximate the number of servings that can be dispensed before the juice dispenser needs to be refilled.

Modeling component = 1 point; The student correctly applies the estimation procedure to determine a reasonable number of servings in a filled juice dispenser.

Sample Student Response:

Approximately 7 out of 10 students choose a 4-ounce serving. Therefore, approximately 3 out of 10 students choose the 8-ounce serving. So, for every 10 students, the total amount of juice dispensed is approximately $7 \times 4 + 3 \times 8 = 52$ fluid ounces. This means that juice is dispensed at a rate of 5.2 fluid ounces per serving. Since a typical juice serving is 5.2 fluid ounces, I need to divide 640 by 5.2 to get the number of servings of juice in the full dispenser. And $640 \div 5.2$ is about 123 servings.

Type of Reasoning:

Reasoned estimates

Applicable Content:

Major Content standards 7.RP.A.2 (“Recognize and represent proportional relationships between quantities.”) and 7.NS.A.3 (“Solve real-world... problems involving the four operations with rational numbers.”)

Task Components:

Worth 3 points
2 modeling components and 1 computation component
Sample response included in rubric

Math Resources Available

Instructional Resources:

- [Math Companion Documents](#)
- [Remediation Guides](#)
- [Rigor Documents & Focus Documents](#)
- [Louisiana Guides to Implementing Eureka](#)

Assessment Resources:

- [Assessment guides](#)
- [EAGLE](#)
- [Sample question sets](#)
- Practice tests (available late winter)
- Diagnostic and interim assessments (available winter-summer 2017)
- EAGLE and additional items (available during the 2017-2018 school year)

Social Studies Item Types

What is the question addressing?	What item type is best to use?				
	MC	MS	TEI	CR	ER
Social Studies Skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Content: Content Knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Claims: Conceptual Understandings		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Connections: Content and Claims				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Social Studies Item Types

Item Type	Description	Purpose
<p>Selected Response (SR)</p> <ul style="list-style-type: none"> • Multiple Choice (MC) • Multiple Select (MS) 	<ul style="list-style-type: none"> • Appear in sets and as stand-alone items • Worth one point • Four answer options and only one correct answer • More than four answer options and two or more correct answers • Stem of the question identifies the number of correct answers 	<p>Allows students to show an understanding of social studies content and concepts</p>
<p>Technology Enhanced (TE)</p>	<ul style="list-style-type: none"> • Appears at the end of some item sets • Worth up to two points • Uses interactive technology, such as, but not limited to, drag and drop, drop-down menus, hot spots, and text editors 	<p>Allows students to show an understanding of social studies content and concepts in ways not previously measurable (e.g., cause and effect, compare and contrast)</p>

Social Studies: Question Sets

In the samples below, what does this ask students to do? What does it NOT ask students to do? What do you want to see from your teachers regularly to prepare them?

- Grade 4 Sample Item Set: [The Boston Tea Party](#)
- Grade 6 Sample Item Set: [West African Kingdoms](#)
- Grade 8 Sample Task Set: [Louisiana Economy during the Antebellum Era](#)

Social Studies Item Types

Item Type	Description	Purpose
Constructed Response (CR)	<ul style="list-style-type: none">• Appears at the end of some item sets• Scored using a rubric with a 0-to-2 point scale	Allows students to demonstrate understandings by writing a brief response that uses knowledge of social studies content and concepts and/or source documents
Extended Response (ER)	<ul style="list-style-type: none">• Appears at the end of task sets• Worth up to 8 points• Scored using a two-dimensional rubric measuring content and claims, with a 0-to-4 point rubric for each dimension	Allows students to express and develop claims by writing an in-depth response incorporating knowledge of social studies content and concepts along with evidence from the sources

Social Studies Item Types

What actions can principals and supervisors take to help social studies teachers?

Encourage teachers to enhance instruction by:

- using primary and secondary sources to teach content
- prompting students in lessons and classroom discussions to make connections among people, events, and ideas across time and place
- providing opportunities for students to express informed opinions through classroom conversations and brief and extended written responses using evidence from sources and outside knowledge

Support teachers by creating opportunities for collaboration and helping them to explore ways to:

- identify and locate content-rich sources for the grade level/course;
- engage students in using [historical thinking skills](#) to regularly analyze sources;
- provide feedback to students about their progress; and
- engage with other social studies teachers in the school and/or district around student work on a common assignment or task to establish common expectations.

Social Studies Resources Available

Instructional Resources:

- [Scope and sequence documents](#)
- [Sample classroom tasks](#)
- [Textbook reviews](#)

Assessment Resources:

- Assessment Overview
- [Assessment guides](#)
- [Sample sets](#)
- Practice tests (available late winter)
- EAGLE and additional items (available during the 2017-2018 school year)

Science Item Types

Item Type	Description	Purpose
Multiple Choice (MC)	<ul style="list-style-type: none">• Appears in stand alone items and in task• Four answer options and only one correct answer	Allows students to show understanding of science content
Constructed Response (CR)	<ul style="list-style-type: none">• Occurs at the end of sources• Scored with a 0-2 point rubric	Allows students to develop a brief written response that illustrates knowledge of science content
Extended Response (ER)	<ul style="list-style-type: none">• Appears at the end of the task source documents• Maximum of 2 points in grade 3 and 4 points for all other grades	Requires students to provide a written response that incorporates science content knowledge with evidence from stimulus materials

Science Resources Available

Instructional Resources:

- [Instructional Tasks](#)
- *Once the the new Louisiana Student Standards for Science are complete and approved by BESE this spring, the Department will release a series of new instructional resources*

Assessment Resources:

- [Assessment guides](#)
- [Sample sets](#)
- EAGLE and additional items (available during the 2017-2018 school year)

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Preparing for Online Assessments

What are you doing to support teachers and students as they prepare for online testing?

Consider authentic, varied, and ongoing use of technology, not just a one-time walk through the OTT.

Support Online

What it may be

Teachers may or may not be taking students to practice in the OTT.

Teachers walk through OTT with students once.

Teachers offered few and/or outdated professional development opportunities that focus on technology.

Require a mandatory amount of time teachers must spend in computer labs to help students practice typing responses to assessment items.

Require that all teacher-made assessments and materials use the same tools as the online assessments.

What it should be

Require that schools/teachers schedule opportunities for students to practice in the OTT.

Help teachers develop meaningful and frequent learning opportunities with specific/measurable learning outcomes for students in the OTT.

Offer frequent and up-to-date professional development experiences that focus on technology for teachers.

Provide teachers opportunities to work together to create lessons that use technology in authentic ways and that enhance instruction.

Encourage teachers to find ways to incorporate tools similar to the online tools into instruction (e.g., highlighting key ideas, taking notes on texts, etc).

Resources to Prepare Students for Online Testing

Resource	Purpose	Timeline
<u>Assessment Guides</u>	Designed to assist Louisiana educators in understanding the LEAP 2025 ELA, math, and social studies assessments which will be administered in the spring. LEAP and iLEAP science assessment guides are also available.	Available now
Online Tools Trainings (OTTs)	Provide teachers and students examples of interactive, technology-enhanced items so they can become familiar with the computer-based testing format; available in INSIGHT or <u>here</u> using the Chrome browser; includes Spanish version	Available now
Practice Tests	Offer full-length, computer-based (grades 3-8) and paper-based (grades 3-4) grade-level ELA, math, and social studies tests to help prepare students for the spring assessments	Available winter/spring

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Support Instruction

The table below lists some best practices for supporting teachers in incorporating information about the overall approach and test design/structure of the assessments into classroom instruction and some common missteps that are not typically supportive.

Best Practices	Common Missteps
<ul style="list-style-type: none">• Allow teachers flexibility in content pacing, curriculum, and materials• Allow teachers to develop authentic opportunities to grow students' mastery of content and skills• Understand the general approach of each content area to better evaluate classroom instruction• Provide opportunities for teachers to work together to coordinate approaches and share strategies	<ul style="list-style-type: none">• Apply rigid content pacing 'to get it all covered in time'• Require faithful adherence to curriculum without flexibility for differentiated instruction• Require a 'one-size fits all' approach to teachers and instruction• Require all teacher-made tests to mirror state assessments

Reflections/Next Steps

- What are the next steps you can take to support teachers in their understanding of the design of the assessments as explained in the Assessment Guides? What will this mean for daily instructional practices?
- Why is it important for teachers to understand the differences within item types across content areas?
- How will your school prepare teachers and students to be technology ready for the online assessments?